

**REPORT OF PROCEEDINGS BY INVESTIGATING OFFICER/BOARD OF OFFICERS**

For use of this form, see AR 15-6; the proponent agency is OTJAG.

IF MORE SPACE IS REQUIRED IN FILLING OUT ANY PORTION OF THIS FORM, ATTACH ADDITIONAL SHEETS

**SECTION I - APPOINTMENT**Appointed by Herbert A. Coley, Chief of Staff, USAMEDCOM

(Appointing authority)

on 18 April 2012 (Date) (Attach inclosure 1: Letter of appointment or summary of oral appointment data.) (See para 3-15, AR 15-6.)**SECTION II - SESSIONS**The (investigation) (board) commenced at \_\_\_\_\_ at \_\_\_\_\_  
(Place) (Time)on \_\_\_\_\_ (Date) (If a formal board met for more than one session, check here ☐. Indicate in an inclosure the time each session began and ended, the place, persons present and absent, and explanation of absences, if any.) The following persons (members, respondents, counsel) were present: (After each name, indicate capacity, e.g., President, Recorder, Member, Legal Advisor.)

The following persons (members, respondents, counsel) were absent: (Include brief explanation of each absence.) (See paras 5-2 and 5-8a, AR 15-6.)

The (investigating officer) (board) finished gathering/hearing evidence at \_\_\_\_\_ on \_\_\_\_\_  
(Time) (Date)  
and completed findings and recommendations at \_\_\_\_\_ on \_\_\_\_\_  
(Time) (Date)**SECTION III - CHECKLIST FOR PROCEEDINGS****A. COMPLETE IN ALL CASES**

YES NO 1/ NA 2/

1	Inclosures (para 3-15, AR 15-6)			
	Are the following inclosed and numbered consecutively with Roman numerals: (Attached in order listed)			
	a. The letter of appointment or a summary of oral appointment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Copy of notice to respondent, if any? (See item 9, below)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	c. Other correspondence with respondent or counsel, if any?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	d. All other written communications to or from the appointing authority?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	e. Privacy Act Statements (Certificate, if statement provided orally)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	f. Explanation by the investigating officer or board of any unusual delays, difficulties, irregularities, or other problems encountered (e.g., absence of material witnesses)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Information as to sessions of a formal board not included on page 1 of this report?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	h. Any other significant papers (other than evidence) relating to administrative aspects of the investigation or board?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

FOOTNOTES: 1/ Explain all negative answers on an attached sheet.

2/ Use of the N/A column constitutes a positive representation that the circumstances described in the question did not occur in this investigation or board.

2	Exhibits (para 3-16, AR 15-6)	YES	NO <sup>1/</sup>	NA <sup>2/</sup>
a.	Are all items offered (whether or not received) or considered as evidence individually numbered or lettered as exhibits and attached to this report?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Is an index of all exhibits offered to or considered by investigating officer or board attached before the first exhibit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Has the testimony/statement of each witness been recorded verbatim or been reduced to written form and attached as an exhibit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Are copies, descriptions, or depictions (if substituted for real or documentary evidence) properly authenticated and is the location of the original evidence indicated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Are descriptions or diagrams included of locations visited by the investigating officer or board (para 3-6b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f.	Is each written stipulation attached as an exhibit and is each oral stipulation either reduced to writing and made an exhibit or recorded in a verbatim record?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	If official notice of any matter was taken over the objection of a respondent or counsel, is a statement of the matter of which official notice was taken attached as an exhibit (para 3-16d, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Was a quorum present when the board voted on findings and recommendations (paras 4-1 and 5-2b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B. COMPLETE ONLY FOR FORMAL BOARD PROCEEDINGS (Chapter 5, AR 15-6)</b>				
4	At the initial session, did the recorder read, or determine that all participants had read, the letter of appointment (para 5-3b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Was a quorum present at every session of the board (para 5-2b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Was each absence of any member properly excused (para 5-2a, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Were members, witnesses, reporter, and interpreter sworn, if required (para 3-1, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	If any members who voted on findings or recommendations were not present when the board received some evidence, does the inclosure describe how they familiarized themselves with that evidence (para 5-2d, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. COMPLETE ONLY IF RESPONDENT WAS DESIGNATED (Section II, Chapter 5, AR 15-6)</b>				
9	Notice to respondents (para 5-5, AR 15-6):			
a.	Is the method and date of delivery to the respondent indicated on each letter of notification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Was the date of delivery at least five working days prior to the first session of the board?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Does each letter of notification indicate —	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1)	the date, hour, and place of the first session of the board concerning that respondent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2)	the matter to be investigated, including specific allegations against the respondent, if any?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3)	the respondent's rights with regard to counsel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4)	the name and address of each witness expected to be called by the recorder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5)	the respondent's rights to be present, present evidence, and call witnesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Was the respondent provided a copy of all unclassified documents in the case file?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	If there were relevant classified materials, were the respondent and his counsel given access and an opportunity to examine them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	If any respondent was designated after the proceedings began (or otherwise was absent during part of the proceedings):			
a.	Was he properly notified (para 5-5, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Was record of proceedings and evidence received in his absence made available for examination by him and his counsel (para 5-4c, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Counsel (para 5-6, AR 15-6):			
a.	Was each respondent represented by counsel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Name and business address of counsel:			
	(If counsel is a lawyer, check here <input type="checkbox"/> )			
b.	Was respondent's counsel present at all open sessions of the board relating to that respondent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	If military counsel was requested but not made available, is a copy (or, if oral, a summary) of the request and the action taken on it included in the report (para 5-6b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	If the respondent challenged the legal advisor or any voting member for lack of impartiality (para 5-7, AR 15-6):			
a.	Was the challenge properly denied and by the appropriate officer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Did each member successfully challenged cease to participate in the proceedings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Was the respondent given an opportunity to (para 5-8a, AR 15-6):			
a.	Be present with his counsel at all open sessions of the board which deal with any matter which concerns that respondent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Examine and object to the introduction of real and documentary evidence, including written statements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Object to the testimony of witnesses and cross-examine witnesses other than his own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Call witnesses and otherwise introduce evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Testify as a witness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Make or have his counsel make a final statement or argument (para 5-9, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	If requested, did the recorder assist the respondent in obtaining evidence in possession of the Government and in arranging for the presence of witnesses (para 5-8b, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Are all of the respondent's requests and objections which were denied indicated in the report of proceedings or in an inclosure or exhibit to it (para 5-11, AR 15-6)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FOOTNOTES:** <sup>1/</sup> Explain all negative answers on an attached sheet.  
<sup>2/</sup> Use of the N/A column constitutes a positive representation that the circumstances described in the question did not occur in this investigation or board.

**SECTION IV - FINDINGS** (para 3-10, AR 15-6)

The (investigating officer) (board) having carefully considered the evidence, finds:

See attached memorandum of Findings and Recommendations.

**SECTION V - RECOMMENDATIONS** (para 3-11, AR 15-6)

In view of the above findings, the (investigating officer) (board) recommends:

See attached memorandum of Findings and Recommendations.

**SECTION VI - AUTHENTICATION** (para 3-17, AR 15-6)

THIS REPORT OF PROCEEDINGS IS COMPLETE AND ACCURATE. (If any voting member or the recorder fails to sign here or in Section VII below, indicate the reason in the space where his signature should appear.)

(b)(6)

(Recorder)

(Member)

(Member)

(Member)

(Member)

10 July 2012  
nt)**SECTION VII - MINORITY REPORT** (para 3-13, AR 15-6)

To the extent indicated in Inclosure \_\_\_\_\_, the undersigned do(es) not concur in the findings and recommendations of the board.  
(In the inclosure, identify by number each finding and/or recommendation in which the dissenting member(s) do(es) not concur. State the reasons for disagreement. Additional/substitute findings and/or recommendations may be included in the inclosure.)

(Member)

(Member)

**SECTION VIII - ACTION BY APPOINTING AUTHORITY** (para 2-3, AR 15-6)

The findings and recommendations of the (investigating officer) (~~board~~) are (~~approved~~) (~~disapproved~~) (approved with following exceptions/substitutions). (If the appointing authority returns the proceedings to the investigating officer or board for further proceedings or corrective action, attach that correspondence (or a summary, if oral) as a numbered inclosure.)

See attached Memorandum For Record dated 26 OCT 2012, SUBJECT:  
Approving Authority Action for AR 15-6 Trust Enhancement and Sustainment  
Task Force (TES-TF), Fort Lewis, Washington.

Hubert A. Coley 10/26/12





REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
HEADQUARTERS, UNITED STATES ARMY MEDICAL COMMAND  
2050 WORTH ROAD  
FORT SAM HOUSTON, TEXAS 78234-6000

MCZX

26 October 2012

MEMORANDUM FOR RECORD

SUBJECT: Approving Authority Action for AR 15-6 Regarding Trust Enhancement and Sustainment Task Force (TES-TF), Fort Lewis, Washington

1. Findings are approved.
2. Recommendations are approved with the following substitutions and/or exceptions:
  - a. Appoint (b)(6) to serve as the Director, TES-TF and select a Deputy, Director, TES-TF, from a slate of officers provided by HRC.
    - (1) Place (b)(6) on special assignment pending the review and resolution of action noted in paragraph 2(a)(2) below. If a special assignment is not available, place (b)(6) on paid administrative leave pending review and resolution of action noted in paragraph 2(a)(2) below.
    - (2) Direct (b)(6) to consider and propose appropriate action in accordance with AR 690-700 and Appendix A, and other action as necessary and appropriate, for (b)(6).
  - b. Direct that (b)(6) be removed as a civil service retired annuitant effective 1 December 2012.
  - c. Direct (b)(6) to review the Training Director position description and coordinate with HQDA CPAC to determine whether such position is required.
  - d. Direct (b)(6) to consider the possible conversion of all OD specialist training PDs to OD Specialist prior to any future hiring actions.
  - e. Direct MEDCOM Civilian HR Division, to review all personnel actions taken by (b)(6) to include negative appraisals given without appropriate counseling and employee termination with MFRs, emails, and hearsay evidence, be revoked or reviewed for possible revocation and report recommendations to me by 21 December 2012.
  - f. I approve recommendations c, h, and i without substitution or exception.

MCZX

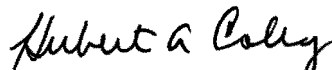
SUBJECT: Approving Authority Action on AR 15-6 Regarding Trust Enhancement and Sustainment Task Force (TES-TF), Fort Lewis, Washington

g. Direct (b)(6) to develop measurable performance objectives and metrics, to include validation of the Comprehensive Trust Assessment (CTA) and submit to me within 60 days of assignment.

h. Direct MEDCOM ACS RM conduct an audit of all TES-TF overtime and TDY and report the results thru the new Director, TES-TF to me NLT 21 December 2012.

i. Direct MEDCOM ACS PAE conduct a Business Case Analysis to analyze the long term cost of the TES-TF against the cost of outsourcing this effort.

3. Subject investigation will be forwarded to G-1, MEDCOM and HQDA CPAC for appropriate action in accordance with findings.

  
HERBERT A. COLEY  
Chief of Staff

CF:

(b)(6)

Director, Civilian HR Division  
ACS RM  
ACS PAE  
MEDCOM G-1  
MEDCOM IG  
HQDA CPAC

MCLO

MEMORANDUM FOR Chief of Staff, MEDCOM

SUBJECT: Trust and Enhancement Sustainment Task Force (TES-TF) 15-6 Investigation

1. In Accordance with memorandum, Subject: Appointment of Investigating Officer – Trust and Enhancement Sustainment Task Force (TES-TF) at Fort Lewis, Washington Allegations, dated 18 April 2012, I was appointed in accordance with Army Regulation (AR) 15-6, *Procedures for Investigating Officers and Boards of Officers*, 2 October 2006, to conduct an informal investigation into recent complaints by members of the TES-TF regarding toxic leadership and unethical practices within the organization to determine the following:

- a. Whether (b)(6) Director of the TES-TF, used questionable practices by requiring all members of her team to maintain and submit weekly journals of their personal experiences and beliefs, determine whether this personal information was then discussed in an open forum, making employees feel uncomfortable, violated and/or a victim of hazing. In addition, I was to determine whether this personal information was later used to evaluate employees' annual performance.
- b. Whether (b)(6) Doctor of Philosophy degree was awarded by the Warren National University. Determine if this university is still in operation and if it was ever accredited.
- c. Whether (b)(6) required members of the team to wear specific colors during training events and if so, did she authorize a clothing allowance for this purpose?
- d. Whether (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement and whether (b)(6) disallowed a veteran's preference consideration for newly hired members of the task force?
- e. Whether the TES-TF lacked structure, measurable performance objectives, and proper training.
- f. Whether leaders of the TES-TF created a toxic and/or intimidating working environment that resulted in several of its members resigning from their positions and the remaining few actively searching for new employment.

2. Investigation.

a. I traveled to Joint Base Lewis-McChord and conducted 10 in-person interviews, at the Madigan Army Medical Center's JAG office, with all TES-TF members who were physically present there during my TDY 2-12 May 2012 and four telecom interviews for TES-TF members who were TDY at that time. Also, I conducted two in-person interviews with previous TES-TF members at off-post locations in Tacoma and Olympia, Washington. I spoke with WRMC Human Resources (HR) personnel to get TES-TF HR information.

b. I conducted five in-person interviews with TES-TF leaders on location at Honolulu, Hawaii from 13-14 May 2012.

c. Upon my return to my duty station, FT Sam Houston TX, I conducted telecom interviews with five key members of the Human Systems Transformation Directorate and two TES-TF members from 17-30 May 2012.

d. All Sworn Statements serve as exhibits to this investigation. Most of these were conducted through recorded interviews and are transcripts of those interviews. Some of the sworn statements were drafted from notes of our discussions, then reviewed and signed by the person making the statement.

e. Some additional questions were added to the above minimum questions, based on additional information provided by interviewees throughout the investigation

f. I interviewed two Behavior Health consultants and drafted a Memorandum for Record for each of those discussions.

g. I spoke with USAMEDCOM/OTSG HR personnel to get information regarding Position Descriptions, supervisory responsibilities, and telework requirements.

### 3. Findings.

a. I find that (b)(6) Director of the TES-TF, did use questionable practices by requiring all members of her team to maintain and submit weekly journals of their personal experiences and beliefs (Exhibits: B (Pgs 1 & 11); C (Pg 2); F (Pg 2); I (Pgs 5-6 & 23); J (Pg 2); K(Pg 1); L(Pg 1); O (Pgs 3-4, 11, 13, 26 & 38); P (Pg 1); Q (Pg 1); S (Pg 2); T (Pg 2); U (Pgs 2-3, 81-82); Y (Pg 1); 2 (Pgs 4-5); 3 (Pg 1).

(1) I find that (b)(6) allowed (b)(6) not a supervisor, to review and comment on personal journal information (Exhibits: B-V & 2-3).

(2) I find that the comments made in these journals, by (b)(6) and (b)(6) were more analysis and therapy, rather than training, and that comments like "Dig deeper" led personnel to believe the leadership required them to expose more detailed personal information (Exhibits: B (Pgs 1,16-21); D (Pg 2); E (Pg 1); F (Pg 2); G(Pg 2); H (Pg1); I (Pgs 5-6, 9-10, 23-25); J (Pg 2); K (Pg 1); O (Pgs 3-4; 11, 17-30, 38); P (Pg 1); Q (Pg 1); R (Pg 1).

(3) I find that in at least one case, this led an employee to expose and relive combat related trauma experiences that resulted in a PTSD diagnosis, where one had never been diagnosed during a military evaluation board or through the entire military retirement physical assessment (Exhibits: B (Pgs 2, 8, 13,22-23); F (Pgs 4 & 6); O (Pgs 9-11, 15, 29, 36); R (Pg 4); 3 (Pg 9); 4 (Pg 3).

(4) I find that personal journal information was disclosed during group Maintenance Meetings and personal journal information was not protected, based on the fact that at least three employee's journals (b)(6) were "lost," unaccounted for, and never returned. Not only did leadership not ask permission to read, analyze and comment on personal journal information, when employees requested to cease journaling or stop allowing (b)(6) (b)(6) to read their journals, their request was denied (Exhibits: B (Pgs 2, 3, 11); C (Pg 3); I (Pgs 7, 137); J (Pg 3); M (Pg 2); N (Pg 1); O (Pgs 3-4,11, 26) P (Pg 1); R (Pg 2); S (Pg 2); T (Pg 2); 2 (Pg 6); 3 Pg 2).

(5) I find that personal journal information was used to evaluate whether employees understood and could use the Truth Model in their intrapersonal and interpersonal behaviors and was part of their appraisals, as evidenced by the receipt of (b)(6) "Needs Improvement" based on the "martyr syndrome" comments (Exhibits: B (Pgs 2-3, 10, 13, 22-23); C (Pg 4); I (Pgs 8, 9); O (Pgs 4, 16, 38); Q (Pg2); 2 (Pg 8).

(6) I find that the Knowledge, Skills and Assessment (KSA) Self, Peer, and Supervisor Assessment is another questionable practice and an example of (b)(6) and (b)(6) subjective assessment of employees' intrapersonal and interpersonal behaviors that ultimately affected whether employees were allowed to perform by going to Army Medicine sites with the rest of the team and conducting training/facilitation. During that assessment, 60% of one's score was based on the scores provided by (b)(6) and (b)(6), who is not a supervisor (Exhibits: B (Pg 3); I (Pgs 8-9, 27-30); O (Pgs 4, 33, 41, 43-46).

(7) I find that other questionable practices included the unauthorized use of TimeLine Therapy, T-Groups, Team Antes and Team Acceptance/Rejection rituals, energy readings, Wiccan practices, and the conduct of weekly Maintenance Meetings, to intentionally encourage brutal, relentless, and harsh feedback sessions, resulting in "bullying" tactics and ultimately, a "wolfpack" mentality, to get employees "clean" on the inside and discourage differences of opinion regarding the TES-TF program (Exhibits: B (Pgs 4-5, 7-8, 11-13, 22); C (Pgs 3); D (Pgs 5, 8-9); F (Pgs 1, 3-4, 6); G (Pg 2); H (Pgs 2-3); I (Pgs 4-5, 7, 10-11, 31, 33-34); J (Pg 4); K (Pg 3-4); L (Pg 3-4); N (Pg 1); O (Pgs 5-10, 13-15, 48); P (Pg 2); Q (Pg 2); R (Pg 3); S (Pg 3); T (Pg 3); U (Pgs 4-5, V (Pgs 5-6); 2 (Pgs 13-14); 3 (Pg 4); 5 (Pgs 1-2).

b. I find that (b)(6) did receive a Doctor of Philosophy, Psychology degree from Kennedy-Western University on 17 February 2006, (Exhibit U (Pgs 28-69) a school that changed its name to Warren National University in 2007 and ceased operations in 2009 because it failed to achieve accreditation (Exhibit 8 (Pgs 4-5).

(1) I find that (b)(6) completed 33 hours of coursework (5 courses and a dissertation) for this degree and was awarded 60% of her total credits from her undergraduate degree, a Bachelor of Arts degree from Antioch University, and experiential credits (Exhibit U (Pg 27).

(2) I find that (b)(6) did use her PhD title in TES-TF literature and when being announced and facilitating Culture of Trust courses within DoD. I find that (b)(6) use of PhD in her title and in her facilitation poses potential risk to the integrity of Army Medicine (Exhibits: B (Pgs 10-11); C (Pgs 4-5); I (Pgs 11-12); O (Pg 7); S (Pg 3); T (Pg 3); XYZ (Pgs 2-3); 2 (Pgs 15-16); 3 (Pg 2); 4 (Pg 2).

(3) I find that in some states, to include the state of Washington, the use of a degree title from an unaccredited school is not authorized (Exhibit 8 (Pg 7).

c. I find that (b)(6) did express her desire for all team members to wear Army Medicine colors when conducting training at Army Medicine facilities (Exhibits B-J; K-N; P-R).

(1) I find that when told that she would have to authorize a clothing allowance if she required TES-TF members to wear specific colors, she requested their participation by asking them to work with those colors, within their existing wardrobe, as much as possible. Some employees did purchase new clothing, even though they could not have been required to do so, perhaps so as to please their leader or to help them fit into this new start up organization. Although (b)(6) indicated that she did not want anyone to buy new clothes and that she could not authorize a clothing allowance, this may have seemed like a legitimate request to some of the TES-TF members who were new to Government Service (Exhibits: B (Pgs 6, 11); C (Pg 4); D (Pg 2); F (Pg 3); I (Pg 13).

d. I find that (b)(6) did assign GS-11 personnel as team leads over more senior GS-12 personnel. This practice was seen by some TES-TF members as providing leadership opportunities for more junior personnel, thus, making them more qualified for future permanent and promotion opportunities. Because most of the team is made up of Term employees, TES-TF personnel are concerned about opportunities to become Permanent GS employees and seem eager to please TES-TF leadership. This practice, while not illegal, had the appearance of impropriety (Exhibits: B (Pgs 6, 11); C (Pg 1); I (Pg 13); O (Pg 7); P (Pg 2); Q (Pg 3); U (Pg 6).

(1) I find that (b)(6) did send an email regarding trying to get around hiring a disabled Veteran (b)(6) to hire another Veteran (b)(6) with a lesser disability preference because she thought the disabled Veteran was "not a good fit" without having ever met that Veteran and she did openly discuss concerns about having to hire Veterans because she thought some non-Veterans were more qualified (Exhibits: B (Pgs 6, 11, 24-25); C (Pg 5); J (Pg 5); U (Pg 6); XYZ (Pg 4); 1 (Pg 6); 2 (Pg 17).

e. I find that the TES-TF has no structure, no measurable performance objectives, and does not provide adequate training for their personnel and that this lack of structure, performance objectives and training is intentional. TES-TF leadership believes that the TES-TF is an organization that benefits from lack of structure (Exhibits: B (Pg 1,4); D (Pg 6); I (Pgs 17-18); J (Pgs 4-5); O (Pg 7); T (Pg 4); 2 (Pg 18).

(1) I find that when training deficits were identified there was no legitimate training provided to correct that deficit. Instead, employees were left to their own devices and told "You know what you need to do" and "Why do you keep asking me that?" I find that the leadership has not been able to identify performance objectives and metrics to adequately measure the success of the training they are providing to Army Medicine (Exhibits: B (Pgs 1, 3, 4, 7, 14-15); C (Pgs 1-2, 6); D (Pgs 5-6); F (Pg 3); H (Pg 3); I (Pgs 17-19); J (Pgs 1,4-5, 7); K (Pg 3); L (Pg 4); O (Pg 7); P (Pg 2); Q (Pg 3); S (Pg 3); T (Pg 4); U (Pg 7); V (Pgs 5, 7); W (Pgs 3-4); 1 (Pg 6); 2 (Pgs 12, 18-19); 3 (Pg 6).

(2) I find that (b)(6) used Neuro-Linguistic Programming methods, to include TimeLine Therapy, T-Groups, Team Antes, Team Acceptance/Rejection Rituals, Journaling, Wiccan practices that included the use of stones and crystal bowls for energy readiness, and kept TES-TF employees in an indefinite "laboratory environment" without any authority or approval to conduct these therapies within the DOD workplace (Exhibits: B(Pgs 4-5, 7-8, 11-13, 22); C(Pgs 3); D (Pgs 5, 8-9); F (Pgs 1, 3-4,6); G (Pg 2); H (Pgs 2-3); I (Pgs 4-5, 7, 10-11,31, 33-34); J (Pg 4); K (Pg 3-4); L (Pg 3-4); N (Pg 1); O (Pgs 5-10, 13-15,48); P (Pg 2); Q (Pg 2); R (Pg 3); S (pg 3); T (Pg 3); U (Pgs 4-5, V (Pgs 5-6); 2 (Pgs 13-14); 3 (Pg 4); 5 (Pgs 1-2).

(3) I find these NLP methods are unproven therapies without empirical support to the soundness or effectiveness of these practices. According to (b)(6) Clinical Psychiatry Consultant, "Therapy denotes treatment" and therefore, requires Army Medicine approval prior to that treatment. I find that (b)(6) conducted these therapies and different types of treatment, without Army Medicine approval and without behavioral health support, thereby placing her DoD employees at risk for "maladaptive reactions," or "psychological distress" (Exhibit 5 (Pgs 1-2).

(4) I find that (b)(6) also volunteered and conducted some one-on-one therapies on her employees during and after duty hours (Exhibits: I (Pg 10); O (Pg 11); S (Pg 3); T (Pg 3); U (Pg 5); V (Pg 6).

(5) I find that had there been some structure, a training schedule, training plans, lesson plans, plans of instruction, and performance objectives and metrics (b)(6) conduct of unauthorized therapies, laboratory environment, T-Groups, and her inability to lead, supervise and manage may have identified as a training or leader development issue earlier in this process. Because of this lack of structure, no leadership and no management, personnel within the TES-TF are not being fully utilized. I find that people who are subjectively determined not to be "intrapersonally clean" are left behind with no work to do, forced to try to figure out what they aren't doing correctly, and are, ultimately, treated like an unvalued member (Exhibits: B (Pgs 3-5, 10-11, 14); C (Pgs 1,4,7); D (Pg 8); F (Pgs 3, 5); H (Pg 4); I (Pgs 2,5,19); J (Pgs 1, 3-4, 6); L (Pgs 3, 5); N (Pg 4); P (Pg 1); V (Pg 9); 2 (Pg 9); 3 (Pg 6).

(6) I find that, according to leadership, the goal for those that they leave behind (Team B) is for them to "self-select" and resign from the TES-TF (Exhibits: I (Pgs 5, 9, 10, 18, 20); J (Pg 6); 2 (Pg 10).

(7) I find that TES-TF members are accumulating many hours of compensatory time, overtime, and potentially excessive TDY expenses, including the travel of a GS-7 administrative and logistics support employee who remains TDY with (b)(6) throughout the training (Exhibits: H (Pg 1); R (Pg 1); U (Pg 170); 1 (Pg 9).

- f. I find that the TES-TF leaders created a toxic and intimidating working environment that resulted in TES-TF members resigning from their positions and many others actively seeking new employment. (b)(6)

(b)(6) all left because of what they called a "Cult-Like" environment and a "wolf-pack" mentality that encouraged bullying and harassment from A-Team members towards B-Team members (Exhibits: B (Pgs 7, 10, 12-13, 15); C (Pgs 3, 6); D (Pg 10); F (Pgs 1-3, 6); I (Pgs 5, 19, 34); J (Pg 5); O (Pgs 2, 5, 8-10, 14); P (Pg 3); 3 (Pg 9)).

(1) I find that (b)(6) a non-supervisory GS-13, was allowed authority that was not commensurate with his position and duty description. (b)(6) was allowed to berate and intimidate TES-TF employees. When brought to (b)(6) attention, she dismissed it and didn't do anything to improve this wrongdoing. I find that (b)(6) did not perform effectively as a training director, he threatened to recommend termination of employees that he subjectively determined had unresolved intrapersonal and interpersonal issues, and he made inappropriate sexual and unprofessional comments to TES-TF employees. (Exhibits: B (Pgs 3, 5, 7, 22-23); C (Pgs 2-3); D (Pg 10); E (Pg 2); F (Pgs 1-3, 6); G (Pg 2); I (Pgs 3, 8-10, 94-95); J (Pgs 2-3); L (Pg 2); Mc (Pg 1); N (Pg 3); O (Pgs 4-5, 39); P (Pg 3); R (Pgs 1-3); S (Pg 2); T (Pgs 2, 4); U (Pgs 2, 4)).

(2) I find that (b)(6) was given the authority to supervise and evaluate three Management Analysts even though his Position Description (PD) does not give him any supervisory authority (Exhibits: B (Pgs 6, 11); C (Pg 3); D (Pg 4); F (Pgs 1-2, 4); G (Pg 4); H (Pg 3); J (Pg 8); K (Pg 1); L (Pg 1); M (Pg 1); Mc (Pg 1); Q (Pg 3); R (Pg 2); S (Pgs 1, 6, 7-12); U (Pg 4); V (Pg 3); 1 (Pg 3); 2 (Pgs 10-11); 3 (Pg 3)).

(3) I find that Wednesday Maintenance Meetings and team building exercises were used as a forum to openly discuss interpersonal and intrapersonal conflicts and encourage teammates to provide deliberate and often brutal "feedback" to each other regarding interpersonal and intrapersonal behaviors, based on their subjective and unqualified expertise and without the person's permission to provide that feedback, as required by TES-TF norms. Because positive feedback was considered as "sugar coating," only negative feedback was encouraged. When teammates saw overly destructive "feedback" and sensed a potentially explosive situation, they tried to defend the person being attacked but were warned to back off by being accused of "saving," a forbidden practice because it is against the NLP therapies espoused by (b)(6) and (b)(6) (Exhibits: B (Pgs 12-13, 22-23); C (Pgs 3-4, 6); D (Pg 8); E (Pg 3); F (Pgs 3-4, 6); I (Pgs 4-5, 7, 31, 33, 135); J (Pg 7); O (Pgs 1, 8, 13, 14, 15, 33); Q (Pg 1); T (Pg 1); 2 (Pg 23); 3 (Pgs 2, 8-9)).

(4) I find that when asked about teleworking opportunities, TES-TF employees were told that they were not eligible because they were "Term" employees and because they were working in a "laboratory environment." TES-TF members were not apprised of the MEDCOM Telework policy and they should've been told that they could not telework while they were in their probationary period but that they may be eligible for telework after their first year of employment (Exhibits: B (Pg 8); C (Pg 6); D (Pg 3); E (Pg 3); I (Pg 20); J (Pg 3); R (Pg 2); U (Pg 6)).

(5) I find that (b)(6) has made no effort to get any employees training so that they could quickly become functioning and valued member of the team. When asked about possible OD industry training opportunities, he stated that he hasn't been able to find any (Exhibits: B (Pg 4, 14); C (Pg 1); I (Pg 13); J (Pg 4); N (Pg 4); T (Pg 1); 2 (Pg 9); 3 (Pg 6)).

(6) I find it is a "the strongest survive" environment in which "the chosen," from A-Team, are encouraged to personally attack the weaker B-Team members. There is no positive reinforcement, no consideration of team differences and no ability to maximize personnel by using personnel in positions based on their strengths. For example, Management Analysts are traveling 75% of the time while serving as OD Specialists when their PD states 25% travel while OD Specialists are back in the office not fully engaged. In one instance, an employee termination may have been avoided had she been allowed to continue doing Management Analysts duties while

continuing her OD Specialist training (Exhibits: B (Pgs 4, 7-9, 12-14, 19-20); C (Pg 6); D (Pg 7); E (Pg 3); F (Pgs 3-4); I (Pgs 5, 14-15, 18-19, 32, 34-35, 95, 126-129); J (Pgs 6-7); K (Pg 4); L (Pg 5); N (Pg 3); O (Pgs 4-5, 8); P (Pg 3); Q (Pg 5); R (Pgs 2, 4); V (Pg 8); W (Pg 2); XYX (Pg 2); 1 (Pg 4); 2 (Pg 21); 3 (Pgs 7-8, 10); )

(7) I find that (b)(6) and (b)(6) did make inappropriate comments, in open forums, regarding their thoughts that PTSD is a "choice." I find that (b)(6) was in attendance when (b)(6) and (b)(6) made these comments but did not counter their statements (Exhibits: B (Pg 7); I (Pgs 15-16, 40); O (Pg 7); S (Pg 5); T (Pg 4); 1 (Pg 4); 2 (Pg 15).

(8) I find that (b)(6) made derogatory comments about people who questioned her Trust philosophy or training, by publically stating to her team that the FT Drum WTB Commander (b)(6) only received her Command because her husband was a General Officer, calling the Tripler Army Medical Center (TAMC) CSM a "snake," and stating that the information they received from TAMC personnel could get the TAMC Commander fired (Exhibits: B (Pgs 8-9, 12, 19-20); O (Pg 8).

#### 4. RECOMMENDATIONS:

a. (b)(5)  
(b)(5)

b. (b)(5)  
(b)(5)

c. Recommend (b)(6) immediately cease all use of her PhD title in all DoD actions, literature, and facilitation.

d. (b)(5)

e. (b)(5)  
(b)(5)

f. (b)(5)  
(b)(5)

g. (b)(5)  
(b)(5)

h. Recommend that all NLP methodologies, to include TimeLine Therapy, T-Groups, Team Ante, Journaling be ceased immediately.

i. Recommend TES-TF personnel who are not fully prepared to facilitate, receive the appropriate industry OD training immediately to make the entire TES-TF a fully functioning team.



j. (b)(5)  
(b)(5)

k. (b)(5)  
(b)(5)

l. (b)(5)  
(b)(5)

(b)(6)

Investigating Officer

## AR 15-6 INFORMAL INVESTIGATION TES-TF EXHIBITS

<u>EXHIBIT</u>	<u>DESCRIPTION</u>
A	Appointment Orders and Extensions
B	(b)(6) Sworn Statement; IG Statement; Journal Exhibits; Statement for (b)(6) Disability; Email regarding Veteran's Preference hiring action
C	(b)(6) Sworn Statement
D	(b)(6) Sworn Statement
E	(b)(6) Sworn Statement
F	(b)(6) Sworn Statement and Statement for (b)(6)
G	(b)(6) Sworn Statement
H	(b)(6) Sworn Statement
I	(b)(6) Sworn Statement; Journal Entries; KSAs, Decision on Administrative Grievance; Statements from (b)(6) Statement from (b)(6) Statement from (b)(6) Emails (3); Workplace Bullying and Disruptive Behavior; Interpersonal Dynamics Syllabus; Employees with PTSD, TES-TF Roles & Responsibilities; NLP Certification Training; Termination Information (Grievances, Rebuttals, Appraisal, Counselings, Emails, etc)
J	(b)(6) Sworn Statement
K	(b)(6) Sworn Statement
L	(b)(6) Sworn Statement
M	(b)(6) Sworn Statement
Mc	(b)(6) Sworn Statement
N	(b)(6) Sworn Statement
O	(b)(6) Sworn Statement; IG Statement; Journal Entries; Grievance Letter; Decision on Administrative Grievance; KSAs; Neuro-Linguistic Model, Maintenance Meeting Issues/Concerns; Request for Reasonable Accommodation
P	(b)(6) Sworn Statement

## AR 15-6 INFORMAL INVESTIGATION TES-TF EXHIBITS

<u>EXHIBIT</u>	<u>DESCRIPTION</u>
Q	(b)(6) Sworn Statement
R	(b)(6) Sworn Statement
S	(b)(6) Sworn Statement; Email regarding non-supervisory PD, and PD
T	(b)(6) Sworn Statement and Email regarding T-Groups
U	(b)(6) Sworn Statement; MFRs regarding (b)(6); Kennedy-Western Transcripts; Diploma; Exams; Antioch University Transcript; Training Materials; and Emails
V	(b)(6) Sworn Statement
W	(b)(6) Sworn Statement
XYZ	(b)(6) Sworn Statement
1	(b)(6) Sworn Statement
2	(b)(6) Sworn Statement
3	(b)(6) Sworn Statement
4	(b)(6) Sworn Statement
5	MFRs Regarding Discussions with Clinical Psychology and Clinical Psychiatry Consultants
6	Telework Information
7	TES-TF Personnel Information; (b)(6) Hiring Information; and PD
8	AR 25-50, Para 2-3(i)(3); Diploma Mill Wikipedia; and Warren National University Info

# Section A

DEPARTMENT OF THE ARMY  
HEADQUARTERS, UNITED STATES ARMY MEDICAL COMMAND  
2748 WORTH ROAD  
FORT SAM HOUSTON, TEXAS 78234-6000



MCJA

18 APR 2012

MEMORANDUM FOR (b)(6) US Army Medical Command, 2748 Worth Road,  
Fort Sam Houston, TX 78234

SUBJECT: Appointment of Investigating Officer – Trust Enhancement and Sustainment Task Force (TES-TF) at Fort Lewis, Washington Allegations

1. You are hereby appointed an investigating officer pursuant to Army Regulation (AR) 15-6, *Procedures for Investigating Officers and Boards of Officers*, 2 October 2006, to conduct an informal investigation into recent complaints from the members of the Trust Enhancement and Sustainment Task Force (TES-TF) at Fort Lewis, Washington, regarding a toxic leadership and unethical practices within the organization.

2. Specifically, you are directed to investigate the following matters:

- a. Whether (b)(6) Director of the TES-TF, used questionable practices by requiring all members of her team to maintain and submit weekly journals of their personal experiences and beliefs. Whether this personal information was then discussed in an open forum, making employees feel uncomfortable, violated and/or a victim of hazing. In addition, determine whether this personal information was later used to evaluate employees' annual performance.
- b. Whether (b)(6) Doctor of Philosophy degree was awarded by the Warren National University. Determine if this university is still in operation and if it was ever accredited.
- c. Whether (b)(6) required members of the team to wear specific colors during training events. If so, did she authorize a clothing allowance for this purpose.
- d. Whether (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement. Did (b)(6) disallow a veterans' preference consideration for newly hired members of the task force?
- e. Was the TES-TF lacking structure, measurable performance objectives, and proper training?
- f. Did leaders of the TES-TF created a toxic and/or intimidating working environment that resulted in several of its members resigning from their positions and the remaining few actively searching for new employment?

3. In conducting this investigation, use the informal procedures of AR 15-6, Chapter 4. Upon completing your investigation, make appropriate findings and recommendations, including corrective and/or disciplinary actions, and report them to me through the Office of the Staff Judge Advocate, US Army Medical Command, no later than 11 May 2012.

1

Exhibit A

MCJA

SUBJECT: Appointment of Investigating Officer – Trust Enhancement and Sustainment Task Force (TES-TF) at Fort Lewis, Washington Allegations

4. You should contact those witnesses you consider relevant during the course of your investigation. You should begin your investigation by contacting and taking sworn statements from the following individuals: (b)(6)

(b)(6)

(b)(6)

As you develop new facts, you should interview any individuals that you deem necessary to complete a thorough investigation. You are to thoroughly document all witness interviews in writing, preferably on DA Form 2823 (Sworn Statement), and have witnesses verify their statements when final. You should conduct the interviews one on one and without anyone else being present besides you and the individual witness. In addition, you must provide all persons interviewed with a Privacy Act statement before you solicit any information.

5. You will interview all witnesses in person, if practical. Caution all individuals that they must not discuss the subject matter of the investigation with anyone other than a properly detailed investigator. If, in the course of your investigation, you come to suspect that certain people may have committed criminal conduct, you must advise them of their rights under Article 31, UCMJ or the Fifth Amendment, U.S. Constitution, as appropriate. In such a case, waivers should be documented on DA Form 3881 (Rights Warning Procedure/Waiver Certificate). If you believe the scope of your investigation should be expanded beyond its current focus, please report back to me so that I may take appropriate action. Consult your legal advisor if you have any questions regarding these procedures.

6. During the course of your investigation, you will find it necessary to interview civilian employees. Generally speaking, civilian employees are required to cooperate with official investigations. There are some exceptions:

a. Civilian employees who are members of a bargaining unit have a right to union representation at any interview with management if they reasonably believe that the interview could result in a disciplinary action against them. Should a bargaining unit employee seek to invoke this right, simply reschedule the interview for at least 24 hours later in order to allow the employee to arrange for union representation. You have no obligation to arrange representation for the employee, only an obligation to permit the employee the opportunity to secure representation. The Civilian Personnel Advisory Center can tell you whether any particular employee you wish to interview is a member of the bargaining unit.

b. Civilian employees who reasonably believe that information they provide during an official investigation may be used against them in a criminal prosecution cannot be required to cooperate without a grant of immunity. Should any civilian employee you attempt to interview decline to cooperate for any reason, suspend the interview and seek guidance from your legal advisor on how to proceed.

c. If the matter you are investigating involves a grievance, a personnel practice or policy or other conditions of employment, you may be required to notify the union of any interviews you have scheduled with bargaining unit employees and afford the union the opportunity to be present. Check with your legal advisor to determine if this rule applies in your case and how to proceed if it does.

MCJA

SUBJECT: Appointment of Investigating Officer – Trust Enhancement and Sustainment Task Force (TES-TF) at Fort Lewis, Washington Allegations

d. You have no authority to compel the cooperation of contractor employees. If you find it necessary to interview contractor employees, you must contact the contracting officer's representative for the applicable contract to request cooperation.

7. If, in the course of your investigation, you suspect wrongdoing or neglect on the part of a person senior to you, inform me so that a new investigating officer may be appointed. An investigating officer may not, absent military exigency, investigate someone senior to himself or herself.

8. This investigation takes priority over all normal duties, TDY, and leave. Your legal advisor during the course of your investigation will be (b)(6) at (b)(6). Consult him before you begin your investigation for further guidance and additional information about how you should proceed.

9. Make specific findings and recommendations. If certain evidence conflicts with other evidence, state what you believe and why. Reference your analysis and findings to the specific evidence upon which you rely. Recommend remedial measures, to include any personnel or disciplinary actions you deem appropriate, if any. Make two copies of your report of investigation (ROI). Provide an index and clearly tab the original ROI, to include your findings and recommendations on DA Form 1574, with appropriate enclosures and forward the entire package, to me, through Office of the Staff Judge Advocate, by 11 May 2012.

10. If you require additional time to complete your investigation, you must request an extension in writing stating the reason(s) for your request and an approximate completion date and send it directly to me for approval. I must personally approve extension.

*Herbert A. Coley*  
HERBERT A. COLEY  
Chief of Staff

(b)(6) **USA MEDCOM HQ**

---

**From:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Sent:** Monday, May 14, 2012 7:54 PM  
**To:** (b)(6) USA MEDCOM; (b)(6) USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** RE: IO Extension Request (UNCLASSIFIED)  
**Signed By:** HERBERT.COLEY (b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

\*NOTICE: Message body content downgraded from previous markings  
 UNCLASSIFIED//FOUO by herbert.coley

Ok, approved

-----Original Message-----

**From:** (b)(6) USA MEDCOM  
**Sent:** Monday, May 14, 2012 10:03 AM  
**To:** Coley, Herbert A SES CIV USA MEDCOM HQ; (b)(6) USA  
 MEDCOM HQ  
**Subject:** RE: IO Extension Request (UNCLASSIFIED)

Sir/Ma'am,

I agree that an extension is necessary in order to complete a full and fair investigation into this matter. As with most complex investigations that contain allegations of wrongdoing face to face interviews of the subjects, accusers and witnesses are an extremely important factor in making an accurate determination of the veracity of the witnesses, their statements and the relevant facts.

V/r,

(b)(6)

Legal Counsel for AR 15-6 Investigating Officer

-----Original Message-----

**From:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Sent:** Saturday, May 12, 2012 7:18 AM  
**To:** (b)(6) USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** Re: IO Extension Request (UNCLASSIFIED)

Ok with me if ok with legal counsel.

----- Original Message -----

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Friday, May 11, 2012 10:48 AM  
**To:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** IO Extension Request (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: FOUO

MR Coley: I would like to request an extension on this 15-6 investigation



until 31 May 2012. I'm at JBLM conducting interviews for approximately 27 people who work or worked for the TES-TF. I am flying to HI tomorrow to conduct interviews (Sun-Mon) for the leadership team; they are there until the end of the month conducting training. Each interview has averaged over hours, with some as lengthy as 3-5 hours. This investigation is extremely complex and as new information has surfaced, follow-up interviews/questions are being required for those previously interviewed. I will work continuously on this until completion with the goal of completing it before the 31 May requested extension but I believe that a shorter deadline may impact the completeness and thoroughness of the investigation, findings, and recommendations.

v/r,

(b)(6)

Classification: UNCLASSIFIED

Caveats: FOUO

Classification: UNCLASSIFIED

Caveats: NONE

Exhibit A

5

(b)(6)

USA MEDCOM HQ

**From:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Sent:** Thursday, May 31, 2012 10:47 PM  
**To:** (b)(6) USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** Re: Request for Extension 15-6 (UNCLASSIFIED)

Approved.

----- Original Message -----

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Thursday, May 31, 2012 10:38 AM  
**To:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** Request for Extension 15-6 (UNCLASSIFIED)

Classification: UNCLASSIFIED  
 Caveats: FOUO

MR Coley:

Request 2nd extension on the 15-6 investigation until 15 June 2012 (2 week).  
 I've completed 30 interviews and am finalizing the administrative drafting of those statements, coordinating signatures, and drafting my findings and recommendations. The additional 2 weeks is required to complete the administrative portion of this investigation. I have been coordinating with legal throughout this process and they agree that this additional time is necessary due to the length of the interviews/statement, complexity of the investigation, and thoroughness required of this investigation. I understand the urgency to complete this investigation and expect to complete this investigation by the requested extension date, if so approved.

v/r

(b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED  
 Caveats: FOUO

EXHIBIT A

(b)(6)

**USA MEDCOM HQ**

**From:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Sent:** Thursday, June 14, 2012 9:13 PM  
**To:** (b)(6) USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** Re: 15-6 Investigation (UNCLASSIFIED)

Ok

## ----- Original Message -----

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Thursday, June 14, 2012 06:30 PM  
**To:** Coley, Herbert A SES CIV USA MEDCOM HQ  
**Cc:** (b)(6) USA MEDCOM  
**Subject:** 15-6 Investigation (UNCLASSIFIED)

**Classification:** UNCLASSIFIED  
**Caveats:** FOUO

MR Coley: I wanted to give you an update on my 15-6 investigation. All transcripts (approx 30) have been completed and are out for signatures. Most have been reviewed and signed. I am still awaiting a few statements to be reviewed, finalized, and signed. I am just completing my first recommendations and findings draft and am working with (b)(6) for review. Based on what I have to complete, I believe I need at least another 10-14 days to work closely with JAG to finalize my findings and recommendations. I apologize for this delay and feel confident that I can get a good quality report to you within the next two weeks, with a personal goal to complete by the end of next week.

I request your approval of another extension on this investigation until 29 June 2012.

v/r,

(b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

**Classification:** UNCLASSIFIED  
**Caveats:** FOUO

Exhibit A

7

# Section B

## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

4 MAY 1000 HRS

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: About one year, since May 2011

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm a GS-12 OD Specialist. I retired from the Army as a Logistician and was in the first class of female ROTC cadets graduating in 1976. I had been a GS 14 before. I had done OD work as the Director of Quality Management at FT Lewis. The first week of training was considerably different than anything I had done before. They told us we want you to set all of your previous experiences aside and I was getting responses that I wasn't used to. (b)(6) said they wanted us to learn to be "mini (b)(6)". The trust concepts they taught made sense to me but the way they practiced them felt off. Their approach to feedback and development; their ideas on structure and planning, and their demonstrated leadership techniques were like nothing I had seen before. They see feedback as a gift and when you receive it you're not supposed to say anything, ask questions, explain your choices or react to it in any way. This would be OK if you were given their expectations before you were evaluated but that never happened. When I asked about standards they were looking for in our presentations they said, "Don't worry about it; we're looking for everything." I found the feedback to be lengthy, very negative, beating you down, disempowering and didn't allow some people to succeed. It wasn't a good technique for some folks. Whenever anyone in the office tried to create some structure and/or encourage planning you were called out for having control issues and/or not being flexible—we recreated the wheel on a daily basis and almost nothing was planned. In leadership, it is up to employees to ask (which in and of itself is a good thing) but I rarely witnessed any accountability on the part of (b)(6) or (b)(6) to provide clear guidance or live by the same requirements and standards they set for others.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes, we were required to write in our journals. We wrote those from May through December 2011. We wrote them daily and turned them in weekly. One of the first comments I received from (b)(6) in response to my journal writing about what I had learned about my teammates was, "Isn't that pretty shallow?" I couldn't figure out what they wanted from me. Then, I wrote about a situation where I came in and couldn't get into the office because I didn't have a key so, I asked for a key to ensure that didn't happen again. After that journal entry, (b)(6) commented, "Don't you think needing a key is a control issue?" So, I'm not feeling very good in the TF and not feeling like I'm doing what they want me to do. So, talking to a few others, I realized that there were others who were feeling similar to me; (b)(6) (b)(6) I ended up writing about things that I was really not comfortable sharing because of

Exhibit B Initials of Person Making Statement (b)(6) Page 1 of 9

## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

their push to "dig deeper" and be accepted. I think there's a conflict with my supervisor and a training director reading and analyzing personal information that I didn't think they were qualified or authorized to have. I don't think they used the journal information in the way that they said they were going to use it. Also, I don't think they protected that personal information

Q: Did you think the journal writing task was mandatory or voluntary?

A: Mandatory. We were told on more than one occasion, "OK, you must turn your journal in this week. I don't know of anyone who flatly refused to write the journals.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: I didn't think it was OK. I felt like there was a conflict with the type of personal information being read by my supervisor and my training director. If there was someone outside the TES-TF or a psychologist reading these, it may have been different.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, I felt that some of it came out. In about July 2011, (b)(6) quit speaking to me and quit looking at me when I came down the hall. So, for about six weeks, I asked (b)(6) for a time for us to do conflict resolution. Finally, he agreed to do conflict resolution but he wanted (b)(6) and (b)(6) there to facilitate. During that conflict resolution (b)(6) brought up some things that were in my journal. I didn't feel that anything in our journals should be shared with anyone without our permission. During that session I asked him what right he had to judge me as a person and he said, "Because I am the training director". Every now and then, the covert comments slipped out. (b)(6) decided that my limiting belief was that I was a Colonel. I know that based on comments he made in my journal. Also, he told me that he never wanted me to say that I was a Colonel when we are out training because he thought it would build walls. Since I don't share my rank anyway, I thought that was an unusual comment. (b)(6) believed that unless and until she told them exactly what happened (b)(6) they would not think she had resolved her limiting belief. So, she put that in her journal and that journaling caused much of her problems and ultimately, came out in the open.

Q: Do you know of any instances where journals were lost or not returned to TES-TF employees?

A: Yes, at the point where (b)(6) had PTSD, they finally stopped asking us for the journals without explanation. I went to (b)(6) and asked him where my last one was and he said, "I don't know; I'll get it back to you" but he never returned it. (b)(6) told my friend, (b)(6) that his journal was "lost".

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: Yes, because you have to do the work regarding self-reflection. Performance evaluations were all about demonstrating desired behaviors and self-reflection; unfortunately it was completely subjective. I had often asked (b)(6) specifically what behaviors he was looking for and he would become angry and

Exhibit B Initials of Person Making Statement (b)(6) Page 2 of 9

## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

say "what's in your journal" or "I should know" or "he will know it when he sees it". Have you seen the KSAs? They were used to evaluate our behaviors and included questions like, "is this person integrated, mind, body and spirit?" and asked whether my peers knew about different concepts. The method they used to evaluate us was very circular, subjective and hard to grasp.

Q: Can you explain the Self, Peer, and Supervisor assessment of your KSAs.

A: We were given this KSA assessment on a Monday and we had 24 hours to evaluate everyone on the team. There were about 125 questions for each person. I told them that I didn't know how I could evaluate what people know and they said just do it—make your best guess. Then, we had a session with (b)(6) about what we thought about the assessment and our score. (b)(6) and (b)(6) evaluations were 60% of the evaluation and the other peer evaluations were 40% of our score. We only did the KSA this one time and it was never used again. After the group session, we had individual evaluation sessions with (b)(6), (b)(6) and (b)(6) even though both (b)(6) and (b)(6) are not my supervisors. I told them that I had a privacy issue with (b)(6) compiling all of the scores when he was actually being rated by his peers. (b)(6) said it wasn't private so I asked for my individual scores from the entire team and they said they'd give them to me but they never did. It was poorly conceived and executed but they used it for justification of who was ready to be facilitators at our first pilot site at Fort Riley.

Q: Can you describe the initial curriculum development process?

A: We were told that this is a "laboratory environment". However, the definition of a laboratory environment is a way to learn about yourself when you're away from the work setting and work requirements. We were in a laboratory environment at work with ongoing curriculum development tasks. We were supposed to be self-organizing/directed teams. There were no processes, no guidance, and it was really disorganized. I've been a project manager and a manager and I still didn't understand the process or what they were trying to accomplish. It was continual and undirected chaos. Self directed teams are supposed to be individuals with different functions mutually dependent upon each other to accomplish a common mission. Since we were all ODs without a clear mission focus the outcome was frayed nerves, fighting over the work (who got what), and lots and lots of re-work. When we left for our first pilot site there were still numerous typos and grammar errors in the materials we provided to students.

Q: Did everyone on the team have enough work to do?

A: No, when I first arrived, I realized that (b)(6) was giving work to more junior employees and I didn't have anything to do. I went to (b)(6) and told her I needed some work and her response was "Well, find it." I didn't have an office or mobile phone for 7 months and only obtained an office key after being there for 5 months. I was without a working computer for nearly a month. I had to use my personal phone. When she handed out cell phones, they were given to some of the same people who had an office phone but I knew if I complained, I would be accused of having control issues like I was when I asked for an office key. I'd say that I really didn't have anything to do for approximately four or

Exhibit B Initials of Person Making Statement (b)(6) Page 3 of 9

## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec.

Organization: TES-TF, JBLM

five months because (b)(6) had particular people that she gave work to do. I went to (b)(6) and told her that I thought I could use my project management skills to develop a project plan for deployment of the team to MTFs and (b)(6) said, "Why would we want to do that; it's all going to change anyway?" (b)(6) is the project manager but she really doesn't do that—she mostly does work as an administrative assistant to (b)(6). So, I started developing project plans to provide to MTFs to assist with the planning for COT training. I drafted letters to Commanders and helped our Strategic Communications Representative (b)(6) with development of trust video vignettes. Even now, when I go back to FT Lewis, I won't have anything to do unless I find something. Normally I read trust research or ask others like (b)(6) whether she has anything I can help with.

Q: What training did you received to prepare you to serve as a facilitator?

A: We were given very little training to perform as a facilitator. Mostly, the emphasis was on identifying our limiting beliefs and becoming intra-personally clean. Intra-personal development was the one standard most important to receiving an opportunity to facilitate. The problem with the intra-personal criteria is that it is completely subjective; decisions were made by (b)(6) (b)(6) and (b)(6) based on their personal feelings. We were also told the key to facilitated training was getting our energy in the room and developing confidence rather than learning the course content. For some of us, practice and familiarity with the course content helps to increase confidence and get our energy in the room. It was backwards from any training approach I have ever been a part of and goes against my experience with incremental confidence building through rehearsals and feedback. Our job performance evaluated how we modeled the trust behaviors but we couldn't get clear standards on how they would evaluate our modeling. In my mind, I model all of those behaviors, but clearly in their minds, I do not.

Q: Do you believe there is an A-Team and B-Team or that perception within the TES-TF?

A: Yes. Those people they thought had rid themselves of their limiting beliefs, about four or five people got the opportunity to go out and rehearse/facilitate. It seemed to me it was the people they liked the best. These are the same people that receive office resources like phones and work requirements/responsibility. These are the A-Team folks. The rest of us were often left in the office with no training and nothing to do. I believe the A Team and B Team Monikers came about because of clear separations on who was acceptable and who was not. So, we on the B-Team got further and further behind. No one watched our presentations, we were just told to go and do it. There was almost no training. In ten months, I may have received 4-5 days of training and 6-7 days of teambuilding. We did Timeline Therapy, Spectrum Training, Energy Readings (with pots and stones), T-Groups that kind of stuff but almost no actual training for our job. There was never a training schedule or training plan. There is still no training plan or training objectives. I have seen some cases where people that started out on A-Team questioned (b)(6) or (b)(6) or made recommendations that differ from what (b)(6) wants and they move from the A Team to the B Team. This happened with (b)(6) and (b)(6). I was never on the A team. (b)(6) all think that (b)(6) and (b)(6) are wonderful and can do nothing wrong. They will attack anyone that questions

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Initials of Person Making Statement

(b)(6)

Page

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## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

anything about (b)(6) and (b)(6) or what they are doing and they are all A Team members.

Q: Did you ever hear (b)(6) threaten to fire anyone, become belligerent and/or make any inappropriate sexual jokes, comments, or innuendos?

A: Yes, I heard he threatened to fire (b)(6) and (b)(6). There was an incident where (b)(6) came in and had an argument with (b)(6). (b)(6) came in and asked what was going on, immediately took the other guy's side, called (b)(6) in, yelled at her and threatened her with her job. (b)(6) had blow-ups with people all of the time. I knew he wasn't a supervisor and so found this unusual. In one incident, I told (b)(6) that I'd like to do the training for the Command group. He asked me why and I told him that I felt like I had the most experience to do that. He replied, "I don't want them served pabulum!" Later, I went to (b)(6) and asked why he said that he said he did not remember saying that. (b)(6) is toxic, belligerent, and abusive, doesn't use a computer, doesn't do his job, and doesn't do training; we've done most of the training. He doesn't get involved in the curriculum, he helps facilitate with (b)(6). Whenever I asked (b)(6) to tell me exactly what I needed to do to improve he said, "Why do you keep asking me that, you should know what you need to do!" During training being conducted at FT Hood, (b)(6) invited me to dinner, since there was just one vehicle. When I asked where they were going, she said that (b)(6) wanted to go to a bar where women wore short skirts and open midriffs (scantily dressed). The next week on the way to dinner, he made comments about things being "limp" and asked (b)(6) what he would do at the "House of Pleasure."

Q: Did you experience (b)(6) Timeline Therapy?

A: Yes. (b)(6) believes in Neuro-Linguistic Programming (NLP) as a way to get rid of limiting beliefs. I researched NLP. It was started in the 1970s and is not accepted by the AMA and is on the list of debunked science. (b)(6) believes that Timeline Therapy is a way to get rid of limiting beliefs. They play soft music and tell you to go back into your life to the first time you experienced that limiting belief (you can even go back to a previous life), identify the limiting belief, and then get rid of it. It didn't work for me. I think that they believe this is the only way to get rid of limiting beliefs.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: (b)(6) talks much about her Ph.D. but I never heard (b)(6) talk about her dissertation. I think it's from Warren National University a school that is no longer operational. There was a GAO investigation conducted about diploma mills and Warren National University was one of the main targets of the investigation. There were concerns about this University because they gave too many credits for life experience. They didn't even show a Ph.D. program on an old web page. (b)(6) mentioned in an open group that she "gets really triggered" when people question her credentials. I discussed this with (b)(6) and told him that I thought there was much risk and I was concerned about the lack of credibility in using Ph.D. behind her name in an organization that should be very transparent. (b)(6) said, "Well, that's not how I see it and her job doesn't require a Ph.D." I asked (b)(6) if he thought it was problematic if she was hired with this as a factor and he said, "You may

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## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

be right." I shared much of my concerns about the TES-TF with (b)(6) a few weeks ago and he just sent me an email that said I needed to have a heart of peace with (b)(6) and (b)(6) and he would support me to do that if I was interested.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: Yes, I've been a GS-14 and am a retired Colonel. (b)(6) started talking about hiring a deputy for the office and said, in open forum, "(b)(6) is a best fit for the deputy and we may just put him in that position." (b)(6) performs as a deputy, he's often in charge when (b)(6) away (which is most of the time). He certainly acts like a deputy. In another situation, they put (b)(6) as a team lead for Tripler. I was part of the Tripler team, am a GS-12 and leadership is part of my performance objectives. I asked (b)(6) why she would do that since I'm a GS-12 and (b)(6) is a GS-11, and (b)(6) said, "He needs the experience." She later withdrew my assignment as Tripler PIT Lead because (b)(6) had developed rapport with the command—he was allowed to attend the senior leader team building and I was not given the opportunity to attend.

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF? Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: Yes, in approximately February or March 2012, I heard from (b)(6) and (b)(6) that they (b)(6) and (b)(6) had some problems hiring Veterans and indicated they had to hire some Veterans that they really didn't want to hire. (b)(6) told me that after I had been hired but before I actually arrived at TES-TF, (b)(6) told him that I wasn't really right for the job, that she didn't think I would fit and she hoped I would self-select and quit early. After that, I realized what all of their treatment was about. Then, I got an email from (b)(6) about trying to get around hiring a disabled Veteran with more preference so that they could get to (b)(6). There is an email about the Veteran they didn't want; that was me (see attachment). (b)(6) told me personally, "I love Veterans, that's not it, but when you have more qualified candidates who aren't Veterans..." I told her that she has to work within the laws and she certainly shouldn't share that with anyone. (b)(6) just rolled her eyes at me.

A: Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events?

A: Yes, on my first week at TES-TF, (b)(6) said, "I want everyone to wear gray, black, white and maroon." I went to (b)(6) and said, "(b)(6) you can't require specific colors." She said, "I'm not going to do anything if they don't." Having been an IG before, I explained to her that it didn't matter that if you make it sound like you aren't going to be part of the team unless you do this, it's the same as requiring them to do so. Most of the people of the team went out and bought clothing of that color, so did I. We started out that way but since then, she hasn't really talked about it. I think she's let go of that. I asked her about why she wanted those specific colors and she said, "I think it would be cool".

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Initials of Person Making Statement

(b)(6)

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of

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## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No. There has almost no real training, any training plans, any training schedules, written processes or SOPs. Two days before (b)(6) came for a team building session in the summer of 2011, some of the group was selected to put together a strategic plan. It was presented to (b)(6) and we have never seen it since. I don't believe it was ever in put in final form. (b)(6) maintained the draft but now that she is gone—not sure if anyone has it. We did have a team ante that was done twice during the year on butcher paper.

Q: Did you ever hear anyone at the TES-TF make a comment about PTSD being a choice?

A: Yes. See the attached memorandum explaining that comment.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Yes, in 36 years of service, this is the most toxic environment I've ever worked in. I just want this behavior to stop. I want (b)(6) to get some training in how to be a good supervisor, manager and leader. (b)(6) lacks leadership, management and organizational skills and doesn't see what she doesn't know. She only takes advice from those that she selects and she selects people most like her or willing to agree with her. She does things she shouldn't do and she won't listen when you explain the policy or risk of continuing with those decisions. I think (b)(6) is just toxic, has never done his job and he needs to leave the organization. He makes sexually inappropriate comments.

Q: Why did (b)(6) leave?

A: She left after a team building session led by (b)(6). After that session, (b)(6) said, I don't need this and left.

Q: Why did (b)(6) leave?

A: She was fired but I believe she put in a resignation in lieu of termination. She is very intelligent, unique, a great researcher, and the best writer in the entire group. Sometimes she got a little over-reactive to certain things but I thought her behavior was OK. I think her behavior was judged more harshly than others. I believe she did request special accommodations.

Q: Why did (b)(6) leave and do you think she'll return?

A: She had some personal problems from trying to deal with the TES-TF. I believe she is requesting special accommodations but she doesn't believe they'll approve them. I don't believe she'll return. Several people didn't accept her on the team during a group initiation/acceptance ritual. (b)(6) and (b)(6) said, "I don't accept you as a member of the team" to (b)(6) and some other folks (like (b)(6)) accepted her with reservations. This tore (b)(6) up. I tried to support her but I had been chewed up before for "saving" which is the complaint you get when you try to defend anyone on the team. After one of these sessions, (b)(6) blood pressure was so high that they had to delay her

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## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

back surgery for a few weeks until her blood pressure went down. I think she's on medical leave right now. Earlier, (b)(6) felt pressured by the comments from (b)(6) and (b)(6) to talk about her injuries in Iraq and additional comments, such as, "You have to confront this if you want to be a part of this team." At one of the sessions, (b)(6) discussed her Iraqi issues and I'm not sure she was ready to do that.

Q: Did you or anyone at the TES-TF request to telework?

A: I believe (b)(6) and (b)(6) asked to telework. We all asked to telework but were told, "No because we were in a laboratory environment and because of the training." When (b)(6) officially asked to telework during her extended medical leave it was not approved. No one teleworks except (b)(6) and (b)(6) and maybe (b)(6). We did not know that we could still officially request telework.

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: I think you should interview (b)(6) since he left two weeks after a very brutal "team building" session. (b)(6) (b)(6) (b)(6) (b)(6) maybe (b)(6) and I are all looking for jobs because we are not happy with the environment.

Q: Do you have anything else to add to your statements?

Ethics: We are not supposed to gossip within the TES-TF and yet gossip is prevalent. At FT Drum when we were doing some training, there was a female WTB Commander who gave the team a lot of grief because she didn't believe in the TF philosophy. When they returned, (b)(6) told the team she heard the BN Commander's husband was a GO and that's how the WTB Commander got her position; through her husband. So, I wrote about this in my journal. (b)(6) commented that "she awaits me asking her intent and that my trigger caused me not to hear part of what she said" and that it was my "control issue." I scheduled a meeting with (b)(6) that she cancelled and finally got to talk to her at our T-Group training. She told me she thought it needed to be shared with the group since we would return to Fort Drum and I told her that I still thought it was gossip and slanderous.

Feedback: If you try to defend someone when you feel they are being brutalized, group members point at you say, "You are Saving" ...You aren't supposed to defend anyone.

Ethics (31 May 2012). We have been counseled by the Investigating Officer not to discuss our testimony while the 15-6 Investigation is ongoing. During our training AAR this week, (b)(6) made several comments about the investigation to include: "the investigating officer came to this investigation with certain beliefs. I tried to explain how we are different. It is to be expected since we are pushing up against some of the Army values there would be this reaction." Both she and (b)(6) said that they hoped whoever did this realizes we could all lose our jobs. (b)(6) said if she was fired before August of this year she would lose her retirement and if we are shut down we are going to leave the 8000 people already trained without hope. We were asked to describe our feelings about the team and what we needed to do to move on. I was very uncomfortable with this as I believe many others were. There were sometimes 3-4 minutes of silence between participants arranged in a circle but it was

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## SWORN STATEMENT

Date: 4 May 2012 Time: 1000-1200 hrs PDT

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

obvious we could not go to lunch until everyone spoke and there was no way to extricate ourselves without creating more emotional turmoil. I was told in group, "I owed her an answer on whether I was going to quit". She also called the CSM from Tripler a "snake" and said the information they received from people at Tripler could get the Commander fired so it was politically very sensitive. Since the 15-6 investigation is not complete, I found these statements and attempts to make everyone talk about their feelings an attempt to influence additional testimony.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 9. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit B

Initials of Person Making Statement

(b)(6)

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The Director of the Trust Enhancement & Sustainment Task Force is (b)(6). She is technically an experienced facilitator and extremely competent at small and large group organizational development consulting skills. At the same time she is an unethical, toxic and incompetent leader. As I write this narrative it occurs to me how difficult it is to describe toxic leadership of the nature I have experienced in the Trust Task Force. It is both subtle and overt and nearly always involves manipulation and mind games.

The results of (b)(6) and (b)(6) approach to leadership and management are very revealing. In just over two years, of the 26 people hired excluding (b)(6) four people have quit, one person was fired, and one team member had a PTSD reaction which required bed rest until major back surgery (she has still not returned). That is almost 25% of the total. Of the remaining personnel, I know of at least five individuals including myself who are actively seeking other employment. The team is not trained, we have no long range calendar, our office processes are still not stable, conflict between team members and between team members and our managers is frequent and sometimes significant, gossip is prevalent, and team members are set aside or not utilized. Other than a core group of people found to be intra-personally qualified, most in the office will not speak up for fear of retaliation. It is everything we are supposed to be trying to fix and the height of hypocrisy. It often seems (b)(6) attitude is once they rid themselves of all the bad apples, they will finally have a high functioning team.

I have one personal story that is representative of the abusive nature of their leadership. On the evening of 29 August 2011 at Fort Riley, Kansas after a full day of training and our nightly out-brief, (b)(6) approached me while other members of the team were present and asked what I was doing to rid myself of limiting beliefs. I moved away from the group since I did not want to discuss personal subjects of this nature in front of other people. I told him I had made an appointment with a consultant in Olympia (the timeline therapy conducted by (b)(6) obviously did not do the job) and that I was continuing to work on it. (b)(6) then started to get louder, puffed up and said he was tired of hearing I was working on it. He asked when I was going to get rid of them!! I continued to back away from the other people in the room and kept my voice low so as not to create a scene ((b)(6) was also in the room). By the time he stopped badgering me everyone was gone. I am still unsure what triggered his anger since I had no contact with (b)(6) that day. I told (b)(6) the next day how inappropriate his behavior was and she responded, "Why did he have that impact on you?" And so it goes-- no responsibility on their part for poor or inappropriate leadership but rather my own intra-personal failure. Not long after the incident my intra-personal self said to me, "I don't care what they think of me and I will not take that crap again". This decision was seen/felt by them as a "shift" indicating I had obviously "done the work"--total craziness.

#### Ethical/Policy violations

- 1) (b)(6) represents herself as a Doctor of Philosophy. Her degree was obtained from Warren National University a now defunct never accredited diploma mill. This university was the subject of an investigation by the GAO as it moved from state to state to avoid tightening standards. It was shut down in Wyoming when it failed to be accredited. I do not know if she used that credential to obtain her current position but do know she signs official documents with the PH.D

EXHIBIT B

(b)(6)

title and openly calls herself Dr. in Army articles and summarized resumes. Federal Government policy is that no degrees awarded by unaccredited school can be used to obtain employment or promotion.

- 2) (b)(6) and her long time friend and Training Director, (b)(6) required all members of our team to maintain and submit weekly journals. Our task was to use (b)(6) truth model to identify limiting beliefs. We were to identify and then rid ourselves of these beliefs so we would not be emotionally triggered during team building, partnering or facilitated training sessions. The recommended method of eliminating these beliefs was using self reflection and timeline therapy, a neural linguistic (NLP) approach not accepted as valid by the American Medical Association and appears on peer reviewed expert-consensus based lists of discredited interventions. If we do not rid ourselves of limiting beliefs to their satisfaction, we are determined to be not intra-personally "clean" and not qualified to perform our mission. The evaluation of our intrapersonal development is entirely subjective and made by (b)(6) and (b)(6) based on journals and our behaviors. Once again the decision on whether our behaviors are satisfactory is completely subjective. When asked for behavior specifics (b)(6) responses to me included: what I write in my journal; why do I always ask; fix them, and my all time favorite, I'll know it when I see it. This practice was discontinued at the end of 2011 for the majority of the team—my last journal was not returned and a colleague was told his journal with personal information was lost. As late as February 2012, I overheard (b)(6) from my desk asking two new team members to complete journals.
- 3) (b)(6) requires members of the team to wear specific colors during training events. I talked with her immediately after hearing her guidance in May 2011 and explained civilian employees cannot be made to wear specific colors without an allowance for the clothing. She then told the group you did not have to wear those colors if you didn't have the clothing but it was still commonly understood as a requirement. If you do not conform to her request it is likely our behaviors would be deemed as not supportive of the team. I have no problem being asked to dress professionally.
- 4) (b)(6) engages in unfair labor practices. She stated on more than one occasion she wanted (b)(6) to be her Deputy if this position was to be created. At least two team members including myself are at least as qualified as (b)(6) for this position. By stating it up front, she denied me reasonable opportunity to compete. (b)(6) has also made statements in meetings as late as February 2012, indicating her preference for specific people for new positions that may become available. She has assigned GS 11's team leads over qualified GS 12's to document experience when new positions become available in the organization. I questioned (b)(6) on this practice and she stated, "(b)(6) you already knew how to lead but I want to develop the other members of the team." This responsibility is listed on my job description.
- 5) (b)(6) made it clear to her small staff when selecting people for the task force she did not want to give preference to veterans. This can be confirmed by (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6). She specifically stated she did not want me and hoped I would self select (quit) quickly after realizing I was not suited for the work. She made this announcement openly before my first day of employment to (b)(6). Although it would

Exhibit B

be difficult to prove, both she and (b)(6) actively sought to make it difficult for me to be integrated in the team.

- 6) (b)(6) inappropriately slandered the Warrior Transition Battalion Commander at Ft Drum, NY. Commander (don't have her name), when she stated to the entire team on approximately she heard individuals in this LTC's command question whether she had obtained her position/rank because her husband was a General Officer. This was the second time I heard (b)(6) question this Officer's position/promotion, the first occurring immediately after our first day of COT training at Fort Drum on 26 September 2011. I wrote about my concern in my journal and explained I felt this was unfounded gossip and incongruent with trust curriculum to pass information of this nature. (b)(6) written response was defensive and stated "she awaits me asking her intent and that my trigger caused me not to hear part of what she said". She also said it was my "control issues". (I have the journal pages)

#### Toxic Leadership

- 1) Hazing. A psychological form of hazing is the most egregious of the toxic practices I witnessed in the Trust Task Force. Our "training sessions" frequently were structured as group teambuilding and evaluations. In the sessions, we were asked to agree to the team ante or state who within the group we had conflicts with and in one case, each person was asked to go around the room, stand in front of each team member and state whether we accepted them as part of the team in full standing, with exceptions or not at all. It was a form of initiation ritual and resulted in degradation, humiliation and harm to some members of the team. It felt a lot like a pack of animals who would gang up on the most vulnerable individual: (b)(6), (b)(6), (b)(6) and (b)(6) were most often involved in the hazing. (b)(6) sat and watched as these sessions unfolded. I tried to intercede in the first hazing of (b)(6) and was called out as trying to save a team member. In the session involving (b)(6) I inserted myself in an escalating discussion between her and (b)(6) and was told "I was not being my best adult". I will describe each of the occasions of hazing and the impact to the individual. I am making no judgment as to whether the hazed individuals could improve their performance—all of us can. However, when you put someone's back against a wall in a group and attack, the expected result is aggression and/or emotional breakdowns and that is exactly what happened. It is the leader's job to establish a constructive method of developing people—not to allow surrogates to use dirty tactics to demean and destroy.
  - a. (b)(6) During a group team building on 13-15 July 2012, (b)(6) (b)(6) (b)(6) and (b)(6) stated they had conflict with (b)(6) (b)(6) also said something about an allegation of inappropriate sexual attention she received regarding (b)(6) (b)(6) sat in front of the group and asked team members what they needed. From my perspective, group members ganged up on (b)(6) and did not leave him a lot of dignity. He spent the time crying since any response to feedback is considered defensive and was left emotionally drained. He quit within the next two weeks.

Exhibit B



- b. (b)(6) At the same session mentioned above, (b)(6) (b)(6) and (b)(6) mentioned old conflicts that were supposedly worked and the process started again. I tried to intercede and was told I was "saving". (b)(6) started crying and told the group it was unexpected and that she was not in a place where she could do this.
- c. On 14 or 15 November 2011, during a group "training" session a similar methodology was used to pick out (b)(6) (b)(6) and (b)(6). The most significant issues were towards (b)(6). It was kicked off with an individual listing of team members with which you have conflicts and ended with people going around to each team member saying whether they accepted them in full standing, with exceptions or not at all. The same group of people had a problem with (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6). (b)(6) was completely distraught during the session when members of the team stood in front of her and said they did not accept her as a member of the team. She cried a lot and was called a martyr and victim (b)(6). Within a couple of weeks of this team building she was diagnosed with hypertension and a PTSD reaction.
- d. On February 28 after a teambuilding in preparation for Ft Hood with (b)(6) (b)(6) (b)(6) quit the next day. (b)(6) who was also in this teambuilding brought concerns to the group in the weekly group maintenance meeting that he was angry and felt he was unfairly singled out.
- 2) Encouragement to self select. In our last two large group team building sessions we have been asked to self select (quit) if we either can't cut it or are not completely bought in to the mission. Several of the members of the team are sole breadwinners. Asking people to quit in a tough Tacoma job market rather than offering support for improvement is another form of psychological harassment. In one team building session we were asked to tell "what skin we brought to the game—i.e. what sacrifices we made to be on the team and the commitment we had to the mission". I know of no policy or standard which requires sacrifice to obtain a job other than your previous experience and education—we make a contract to provide our skills and dedication to the best of our ability.
- 3) Favoritism. I am resistant to accusing leaders of favoritism as my experience as a leader is favorites are often the individuals you can count to cooperate and get the work done. In the COT team, favoritism is blatant and does not correlate with those individuals most productive and/or skilled. If you praise (b)(6) never question anything she says and participate in team hazing, you are most likely to get an opportunity to train or participate in facilitated sessions. As an example, (b)(6) was in the organization from its inception and performed team building and strategic planning very successfully. Over the last several months he had conflicts with (b)(6) who threatened his job because he is not intra-personally competent. It is commonly understood in the office there is an A Team and a B Team. The A Team is offered training opportunities and the B Team is not. The same behavior accepted from the A Team is unacceptable from the B Team. Late in December 2011, a week in which all supervisors were gone, the few of us left were trying to complete curriculum for a training session. There were conflicts during the week between (b)(6) (b)(6) (b)(6) and (b)(6).

Exhibit B

(b)(6) I heard raised voices from each of these individuals and there was fault all around. Counseling only happened to the members of the B Team--(b)(6) and then (b)(6) for losing control of the group during a team maintenance meeting. If a member of the A Team does not want to work conflict or gets emotional about something it is passion. If a member of the B team expresses the same sentiment it is lack of intrapersonal development or a trigger. On approximately 29 February 2012, I mentioned how freeing it was to hear from (b)(6) we don't have to set aside our previous experience anymore. With a raised voice she said, "I never said that—it was only for the purpose of training for the first week and we were the only group she had dealt with that misunderstood that instruction." When (b)(6) was questioned about the raised voice and trigger by (b)(6) the A Team came to her rescue and said she was just passionate—for the B Team it would have been considered an emotional outburst. As an aside, almost everyone had the same belief as me. I was told to set aside my previous experience at least three times by both her and (b)(6) over the course of the first few months and also told never to introduce myself as a retired Colonel as it would build walls—I am afraid the only walls built are their own.

- 4) Blame always goes to group members. One of the first signs of failed leadership is when it is the inexperience or incompetence of the staff that is the first reason for failure. Continually we are reminded we are not ready to do our jobs sufficiently and are the reason we can't deploy the initiative as quickly as the leadership would like. (b)(6) does not take responsibility for the development of her staff, the lack of processes or structure in the office, our development and training becomes the fault of employees.
- 5) In-tolerance for diversity or vulnerability. (b)(6) has mentioned on numerous occasions how she hates victim behavior; the most recent statement occurring at Spectrum Training in January 2011. Even though vulnerability in a public setting is encouraged in a COT, it is not rewarded on our team. Once vulnerability is identified, it is used to discourage and manipulate those people using psychological group tools.

#### Incompetence

- 1) Lack of structure and process. There is almost no structure or processes within which our team operates. Management Analysts do Organizational Development work, Organization Development Specialists write Management Analyst reports, the Management Analyst Supervisor (b)(6) is on the road with (b)(6) over 75% of his time while Organizational Development Specialists remain at JBLM untrained. Whether it is printing, shipping, organizing, scheduling or document control, (b)(6) takes no responsibility and remains on travel doing the work we were hired to do.
- 2) Inability to train. I have been a member of the task force for almost 10 months and have been allowed to actively participate in 6 hours of COT training and three days of Partnering in Washington D.C. Most of the training we receive is about our inter/intra personal skills in the form of team building. Some of the training we have received is questionable to include a full day of timeline therapy and a day of energy readings and vibrations from pots and stones. The Training Director has never prepared, provided or documented a training plan however we are

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constantly reminded we are not ready. I asked about the training to be conducted in November 2011 and what we needed to be prepared for—his response was it will have some outcomes I will share (never happened) but be prepared to be evaluated. The A team is allowed to go with (b)(6) but that accounts for only about half of the OD staff. We have received Covey Speed of Trust Training, had about 3-4 days of in-house presentation time, Begin with Basics and Spectrum Training. A couple of weeks ago we received about 8 hours of training that directly pertained to our jobs.

- 3) Lack of measurable performance objectives. I have outlined this in some of the preceding paragraphs. We are told to be confident and get our energy in the room but there is no mechanism other than becoming intra-personally competent to make that happen.

I will provide more examples of incompetence in terms of misuse of resources, no long range calendar or strategic planning, questions regarding the research foundation of the program and the heavy reliance upon neural linguistic approaches upon request.

I served 23 years on active duty, 3 years as an Army Contractor, 3 years as a consultant and almost 4 years as a Federal Civilian. This is the most disorganized, confusing, incongruent and toxic environment I have ever been a part of. (b)(6) is the second worst leader I have ever worked for. We have been told they expect to hire more people. It would be a travesty to allow additional employees to be subjected to this work place. It is my understanding (b)(6) previous leadership experience before the Task Force was only four or five people. Her experience as a consultant, looking at organizations from the outside has clearly not given her the skills to actually lead or manage people.

(b)(6)

Exhibit B

Background: In order to make sense of these journal entries I am providing some background to the events occurring in the office at the time of the entry.

Journal Entry # 1

(b)(6) refuses to talk to me. When we walk past each other in the hallway he turns his head. When he does speak with me his tone is hostile and/or angry. I wrote my concerns in the form of a truth model and placed it on his desk in an attempt to sit down and talk. After I left the journal on his desk, I asked on three separate occasions to speak with him over four weeks. I finally brought it up in our weekly maintenance meeting as an issue and only then did he agree to talk. I had a meeting with him and two other facilitators (b)(6) which was nearly as hostile as my previous conversations with (b)(6)

Journal Entry #2

Asked (b)(6) about keys to the office and was told since we were moving didn't make sense to give them out. Got locked out one morning and found out other people had them. Her comment was it was my "control issue".

Journal Entry #3

I had an appointment with (b)(6) and was going to discuss what I felt was gossip about an LTC at Fort Drum—she cancelled the meeting so instead, wrote about the concern in my journal. Once again, her response was it is my "control issues" and not the responsibility of leadership to be congruent and set the standard. When she returned two weeks later, I did ask her intent and she said the group needed to know because we would be returning to Fort Drum

Journal Entry #4

No background info necessary













9 April 2012

I met (b)(6) in May 2011 when I was hired by the U.S. Army as an Organizational Development Specialist. On my second week with the Trust Task Force during training we were asked to describe ourselves. Part of (b)(6) presentation included her struggles with a back injury she had sustained in Iraq. I asked her later what happened and sincerely thanked her for everything she had sacrificed for all of us. She told me she did not want to share her experience and I have never asked again. I knew from the beginning of our relationship she had traumatic war experiences that were part of who she was.

For the first few months I found (b)(6) to be happy, a hard worker with a great sense of humor and completely dedicated to getting the job done and improving her skills. We were asked to write a weekly journal where we processed events through their "Truth Model". We were then to use this information to learn about ourselves and identify and rid ourselves of limiting beliefs (this entire process is called intra-personal work). We both struggled with the assignment as we were getting comments like "dig deeper" and "what does this mean—what is the underlying belief". We discussed how to approach the work and bounced ideas around to help us succeed in the requirement.

I don't remember exactly but I believe around August 4<sup>th</sup> or 5<sup>th</sup>, 2012, (b)(6) got into an disagreement with one of our co-workers (b)(6). I was not there at the time and heard about the situation second hand from (b)(6) and another friend. Our Training Director, (b)(6) (also one of the people reviewing journals) arrived on scene after the incident and immediately took (b)(6) side. He then called (b)(6) in to tell her how horrible her behavior was. After that one incident, it was never the same for (b)(6) in the office. (b)(6) ignores, cuts off, and behaves belligerently when he is in conflict with someone (I know this as he has done it to me and two others in the office) and he refused to talk to (b)(6) — when he did talk to her in group it was almost always with a hostile demeanor.

By the end of September, (b)(6) was a different person from the one I met in May of that year. She was quiet during group sessions and when she did attempt to speak up she was treated with disdain by (b)(6). Statements like "get to it" and "I don't understand what you are saying" were the norm. She had been a friend to (b)(6) before she was hired and their relationship was almost non-existent. In early October, I believe the 5<sup>th</sup> or 6<sup>th</sup>, during a team maintenance meeting, several individuals in the office indicated they had conflicts with (b)(6) (I believe it was 2 or 3 people). From my perspective, (b)(6) was uncertain, frustrated and felt attacked. Her demeanor, behaviors, and intentions were questioned by these team members and at some point she began to shake and cry—clearly distraught. (b)(6) was openly hostile and aggressive towards (b)(6) and pushed for a conflict resolution session in the group. (b)(6) indicated she wasn't ready but then agreed (I believe because she felt pressured to meet the groups demands). After a break the group conflict resolution session (there were about 10 people) began and lasted for a very long time (2-3 hours). (b)(6) used the time to tell (b)(6) what he felt were her issues and became hostile again—one team member (b)(6) told (b)(6) he seemed aggressive. You are not supposed to answer to feedback in the Culture of Trust because that is an indication of defensiveness. As such, (b)(6) sat shaking and crying while he made his assertions and claimed she wasn't doing the inter/intra personal work. This was the first time (b)(6) talked about some of her experiences in Iraq to include the explosion and that led to her injury. She said she was

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doing the inter/intra personal work to the best of her ability. There was absolutely no compassion or understanding on the part of (b)(6)

(b)(6) behavior changed after that. She was often angry, emotional, and her physical limitations seemed to get worse. The more they (the Director, (b)(6) and Training Director (b)(6)) pushed her to change her behavior the more her behavior became defensive and/or aggressive. This culminated in a "team building" session where several members of the team said they did not accept her as a full member of the team. She got in an argument with (b)(6) during that session and was in tears on a couple of occasions. (b)(6) is my friend and I felt this was not the best approach, so I stopped (b)(6) in the hall during that week. I asked (b)(6) what I could do as an intermediary to facilitate repairing the relationship between (b)(6) and some members of the group including her. She said you can get her to quit her victim behavior. She described (b)(6) narrative about her miserable homecoming from Iraq as all about her and typical victim behavior. I said that isn't what I am hearing—I sense real pain. (b)(6) said "we have all had bad things happen to us". Realizing I wasn't getting anywhere and (b)(6) view of war related trauma was different than mine, we ended the conversation.

I am not an expert on PTSD. All I know is (b)(6) demonstrated a lot of the classic symptoms of this disorder. When she felt attacked she responded in kind. She had a very successful military career so I am assuming that that sort of behavior was not her norm. The last day I saw (b)(6) was after another interpersonal team session where some of the team members talked about their conflict with her—she was once again in tears. At the end of that session she couldn't even get out of her chair. It seemed there was a direct relationship between her emotional state and her physical trauma.

My experience with (b)(6) was very different from some of the others on the team. My sense was she needed to hear and feel you recognized her injuries and sacrifice and you accepted and believed in her. I felt a heightened awareness of how some of our service members returning with PTSD are perceived and treated by the uninformed. Our office was a classic example of people who took an individual performing at a reasonable level and triggered a response by their ignorance. It looked like what I know of PTSD.

(b)(6)

9 April 2012

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(b)(6)

**USA MEDCOM HQ**

**From:** (b)(6)  
**Sent:** Tuesday, May 08, 2012 11:18 AM  
**To:** (b)(6) USA MEDCOM HQ  
**Subject:** Email Regarding Employment

(b)(6) I am forwarding the email trail between (b)(6) and (b)(6) prior to her hire. Since I am the only disabled veteran hired as an OD during that period with (b)(6) I'm assuming she is speaking of me. Also, I had a mid-year review with (b)(6) yesterday and she told me how betrayed she feels by me. We did not discuss anything about your investigation so I am not sure that was the cause and I did not ask. Thanks, (b)(6)

**From:** (b)(6)  
**To:** (b)(6)  
**Subject:** FW: Things  
**Date:** Sun, 18 Mar 2012 11:56:18 -0700

See below

(b)(6)

**From:** (b)(6) [mailto:(b)(6)]  
**Sent:** Sunday, February 20, 2011 1:22 PM  
**To:** (b)(6)  
**Subject:** RE: Things

Nah, didn't say you weren't the first choice, someone had more vet preference than you. Well all the plans schedule has been pushed back but for the last time I think.

**From:** (b)(6) [mailto:(b)(6)]  
**Sent:** Sunday, February 20, 2011 10:41 AM

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To: (b)(6)  
Subject: RE: Things

Oh, you are soooooo manipulative. So I wasn't the first choice? Ah well, we can't be the best all the time.

I still have to consider the pay. At this point it would be difficult to accept anything less than a step 5. The process is taking so darn long. How is it affecting your long range plans? i.e. the Trust initiative, the training, etc

(b)(6)

From: (b)(6) [mailto:(b)(6)]  
Sent: Saturday, February 19, 2011 10:43 AM  
To: (b)(6)  
Subject: RE: Things

Never! There was just someone on the list that we really didn't want but the individual is ahead of you. So we are working it. Patience is a virtue. Fate Pthaaa! We make our own fate. You are next on the list, we have dealt with two but had to select you on the 11 list and have you decline it so you would be closer to the top of the 12 list. I know the system sucks. J just think how much more you will appreciate it when you get what you want?

From: (b)(6) [mailto:(b)(6)]  
Sent: Friday, February 18, 2011 8:43 AM  
To: (b)(6)  
Subject: Re: Things

What craziness.

So, from me to you, friend to friend (not interviewee to future boss) ... at what point do we just accept that we're fighting fate and it just wasn't meant to be? When do we say "it is what it is"?

(b)(6)

Exhibit B

# Section C

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

Q: Do you, (b)(6) solemnly affirm that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since February 2011. MR Coley detailed me to do the Communication efforts for the Culture of Trust. Last July 2011, they asked me to stay on. I am the Communications Officer for the TES-TF.

Q: How do you like it there so far?

A: I don't. I'll be honest I took a lower grade for this position. I was a GS-14. They asked me to stay because there are so much potential and career opportunities to work in a national program. I went from a Program Manager to this job a Communications Officer, 301, non-supervisory. Since I've not had the opportunity to do all that would like to do, I am looking for new employment. My position is one of a few permanent positions; all of the others are Term positions. It's not at the level I thought it would be at; it's non-challenging and it's an odd climate over there, very odd.

Q: What do you mean by that?

A: There are cliques of the favorite and the non-favorites and I know that there are always cliques in every work environment. It seems like there are cliques of the favorites that get to go everywhere.

Q: How do they treat the favorites and non-favorites differently?

A: For example, if there is a training or a recon, individuals that are GS-11s are getting chosen, over GS12s or even myself (a GS13), to travel with the teams. I think that's a poor choice because you usually want your Communications person on the ground to help you carry the message to work with the field PAO. Also, it feels to me there's no on-boarding process; I did the majority of it. When new people came showed up, I'm the one who went over what it means to be a GS person, what a Term means, etc. I think the Admin Officer has done the rest of all of the other duties getting them on board. I think there's limited training the ODs got. I think there were some people that were forgotten, except what the Admin Officer and I provided, and they got very little training and now they're being scrutinized as not good enough. That process bothers me. And, there's no structure; there's zero structure. They change processes in the middle of stuff. I understand that this is a new program and I've worked on stuff like this before but I've never seen anything where after a year there still are no processes.

Q: So, if I asked leadership to bring in copies of their Goals, Charter, SOPs, vision, mission, BSC, performance metrics, etc could they bring them in?

A: All of the information papers I wrote; all briefings I created. I think there is a mission statement now. I created all of the brochures. I've never seen an SOP. The OPORD was written by (b)(6) a long time ago and we never got a FRAG on that. There isn't anything. There is a BSC measurement that is based on the Comprehensive Trust Assessment that (b)(6) created. It's a measurement of trust, it has about 150 survey questions that assess organizations but I think it's all speculative, I think, and perceptions. It's like any other survey. I was doing an interview with a local public radio station and they asked me our goals and projected outcome measures, I came up with some type of outcomes and

Exhibit C Initials of Person Making Statement (b)(6) Page 1 of 8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

goals that were vague but we don't have any that are published. Some of it has to do with the fact that it is still in our infancy but I think to make a startup successful you need to have a vision and a path.

Q: Why do you think you don't have those things and why that's never been done?

A: I don't feel (b)(6) thinks it's necessary. Sometimes I ask her for things to follow up on processes or to get me something I need and sometimes I recommend things but this is the first time I've worked in an environment where my boss doesn't listen to my recommendations. For example, I recommended that before you go out to the MTFs you need to coordinate with the Regions; she doesn't agree with that. And it ruffles feathers. Also, there are protocol issues that I recommended and she doesn't follow. I told (b)(6) that if she has a vision she should share her vision with the team and she has not.

(b)(6) told me that some folks don't think she's a good leader. I told her that perhaps they are just uncomfortable with the fact that she's not sharing her vision, etc. I feel like I've given her a lot of tips and none of it has come out. (b)(6) and I run the entire admin of the program. I approve all of the credit card statements. I'm an Alternate Billing Official and (b)(6) is the Billing Official and she just approved one, this month, and it was late. She only did it because I was TDY and I waited to review and approve it. (b)(6) is the cardholder. I had a long discussion about this with GPC Auditor when did our GPC Audit was conducted. She never has time to do any of the admin stuff.

Q: Why do you think she doesn't do any of the admin work?

A: My personal opinion is that she just doesn't want to do it. If you're TDY a lot, that's not an excuse. I've done approval of credit cards when I was home sick. That's the stuff that bothers me. When you're at that level, you should be able to do that stuff. If (b)(6) and I left I don't know how the program would survive. I believe that (b)(6) does things that are way above her grade level.

Q: Were you required or requested to submit weekly journals?

A: I was requested by (b)(6) that I had to do them but I told them, "No" and I was never forced after that. Everyone else had to do them with the exception of (b)(6) and I. All of the OD and MAS had to do them. They were reviewed by (b)(6) and (b)(6).

Q: Did anybody ever question why (b)(6) was reading and commenting on the journals even though he isn't a supervisor?

A: Because he is the Training Director and he needs to ensure they are achieving their intrapersonal and interpersonal competencies, and I never worked in an environment like that before.

Q: Most people in the civilian world know that is not the role of a supervisor, wouldn't you think?

A: The problem is that many of these folks never worked in the government before and some of them don't know their rights or they were afraid if they complained, they would be retaliated against. I know that some of them have asked me why I don't write the journals; I've told them that I don't have to and that I refused. They said, "You can refuse?" I said, "No one can make you do that." A journal is, as a supervisor, a necessary component to an individual's assessment of the job. You're supposed to be working on your interpersonal and intrapersonal competencies and if you write something personal, they can hold it against you.

Exhibit C Initials of Person Making Statement (b)(6) Page 2 of 8



Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

Q: Why didn't anyone question their authority and credentials to read, comment, and analyze the journal writing?

A: I think that these individuals were so new in their roles, excited about it, that they were willing to do anything. They stopped the journals a few months ago. But, in many meetings, I heard people question why we have to keep doing them and they said because you have to do the interpersonal and intrapersonal work.

Q: Did you ever witness or hear about a situation where employee's personal information discussed in an open forum?

A: It wasn't any names but things like, "You're not working those things because I've read about it in the journals." If it was two people, it was easy enough to figure out who they were talking about. I went to some training at the Reserve Center where people would tell everyone what issues they had with each other. It didn't end with accountability stuff, they went further than that; it was personal attacks and I saw people cry and sob. I saw a young man cry and he quit because of the way they treated him. It was (b)(6) The behaviors, during these meetings, were appalling. I have been reading some stuff about cults and I realized that is my work. It reminds me of cult behavior. You have your leader, followers, you have your bullies and your enforcers and if you don't comply, you get beat up.

Q: Who are those other people that do this kind of stuff?

A: (b)(6) he's very, very rough and (b)(6) the GS13 Management Analyst; neither are supervisors. Also, (b)(6) are the enforcers, to include (b)(6) and (b)(6). During these group meetings, they would all have issues on a specific person, like (b)(6) and they would just keep telling her that she didn't do this; she didn't do that in a back and forth manner. It's very weird; it's a very, very odd work place. I have spent a lot of time talking to folks, many who are looking for jobs, about additional jobs.

Q: (b)(6) position is Term as well; what does the team think about that?

A: What I heard is that they are trying to make her a permanent GS-14 and she's never held anything higher than a permanent GS-12. The plan is to detail her and then promote her somehow.

Q: You know it'll have to be competed, right?

A: They are trying to do it without competition.

Q: Who is trying to do that?

A: (b)(6) it's the rumor. The highest position she's ever held in a permanent position is a GS-12.

Q: Do you think (b)(6) just doesn't have the supervisory skills or is it beyond that?

A: I think its ego and she doesn't have the skills but she believes she has the skills and she thinks she's a good manager. But it's the people she has underneath her, that's the issue, they are just not a right fit; I've heard her say that. Everything within the Culture of Trust is about behaviors. The behaviors that we're going out and telling people out in the field are not the behaviors that she and (b)(6) demonstrate on a regular basis. They don't hold each other accountable. (b)(6) and (b)(6) have a  
Exhibit   C   Initials of Person Making Statement   (b)(6)   Page   3   of   8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

very strange relationship. (b)(6) used to work for her and she used to work for him. He's a reemployed annuitant. If you say anything against him, you're automatically labeled a trouble maker and I've seen that happen. She needs to choose to be either a Program Manager or a Facilitator/Trainer but you can't do both.

Q: Is she a good facilitator?

A: She's a good trainer/facilitator. I've seen her do that and she is good at that.

Q: Did you ever hear of any instances where some of the journals were lost?

A: No.

Q: Do you know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: What I heard that the work in your journals is part of your performance and to be successful in your job, the work in your journals has to show that you're competent. I've actually heard people ask how they can show that they are competent and were told, "Well, you'll know" and they haven't given them exact specifics. This happened at the Maintenance Meetings where they bring up how they feel and if they have issues with people. If (b)(6) is not there, people share differently. If (b)(6) is here they hardly share at all. I can give you an example about (b)(6) has been there since the Center for Dynamic Organizational Change (CDOC). In one of our Maintenance Meetings, he was very upset. He shared that he felt bullied and threatened by (b)(6) because (b)(6) told him that if (b)(6) doesn't work on his interpersonal competencies he was going to get him terminated. I told him that (b)(6) doesn't have supervisory authority. (b)(6) He was really, really emotionally upset.

Q: Can you tell me about this request or requirement to wear specific colors of clothing.

A: It came up in June 2011 when everyone came on board. We were talking about how to dress professionally. (b)(6) wanted everyone to dress the same. I said, "You can't make everyone dress the same." She said everyone should wear black, gray, blue, white and maroon. I told (b)(6) that she couldn't do that. She kept going with this idea and I told her that she'd have to pay a clothing allowance. There were a lot of people who still thought that they had to wear those colors.

Q: Did she ever come back and tell the team that they didn't have to wear them?

A: She may have said it to someone else but I didn't hear that. Some people don't wear those colors but most people do wear those colors. When we were at IACH, the team was all wearing the same colors and the clients said that we looked we were coming in to investigate them.

Q: Do you think anyone bought special clothes because of this?

A: I'm sure they did. I know in fact, many of the men went out and bought new suits.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: That came up when I had a media call. A reporter called me about 3 months ago to ask if there were any complaints about (b)(6) After that, I did a vulnerability assessment and I wrote a memorandum

Exhibit C Initials of Person Making Statement (b)(6) Page 4 of 8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

to OTSG PAO regarding the vulnerabilities but I didn't put anything in there about her PhD. But, I did tell (b)(6) about that vulnerability and he said he would look into it. It's an ethical issue, in some ways, for me it is, because you're misrepresenting yourself. You can't use your education as part of your resume within DoD, if it's not from an accredited university.

Q: Why did this reporter call you about this?

A: The reporter said that one of her colleagues told her to check out the Culture of Trust. I gave her information about the TES-TF and some articles I wrote but she didn't divulge any more than that and she doesn't have to. I thought it might have been about (b)(6) I thought maybe it was something like Culture of Trust doesn't treat Veterans trustworthy. Right now, the reporter is doing some FOIAs on budgetary information.

Q: Do you have any experiences or evidence that the leadership engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: There aren't any open positions now. The only thing that came up was a concept for the Human Systems Transformation Directorate. MR Coley approved some additional permanent positions but I haven't seen them being announced. (b)(6) put it out in a meeting that those positions were going to permanent.

Q: It doesn't appear that (b)(6) is aware of the issues going on at the TES-TF, is that correct?

A: He does now. He was here this week. I think he's much more aware. I like him and I think he's much more aware of looking into things than he has in the past. He asked me to send him three successes and three failures and three things that need improvements. He sat down with all of the Management Analysts, he's done phone calls with everyone saying, "It's been a year, let's do an assessment."

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: In February 2011, when I was first detailed, I overheard (b)(6) and (b)(6) saying that they hated the fact that they had to hire people with a Veteran's Preference. They were talking about an individual with a Veteran's Preference because they didn't think she was a good fit and that they were going to go OPM to get around hiring this one individual with a Veteran's Preference so that they could get to (b)(6) on the list. They said they don't like to have to use the Veteran's Preference. I told them that my husband was a Disabled Veteran and they shouldn't be saying that they didn't want to hire Veterans. They never said anything like that around me again.

Q: Was that person they were trying to get around (b)(6)?

A: I don't know but it makes sense to me and it was about that same time.

Q: Is (b)(6) aware of that?

A: He is now.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, metrics, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

Exhibit / C Initials of Person Making Statement (b)(6) Page 5 (b)(6) of 8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

A: No (see previous comments about this question).

Q: Did TES-TF leaders created a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or some members are actively searching for new employment?

A: Yes (see previous comments about this question).

Q: What do you think about (b)(6) situation?

A: I think (b)(6) is a very, very smart and intelligent individual. I think she has emotional and family challenges but in the right situation, she could make a great employee. I think that the lack of structure, this emotional stuff and the way they did things was not an environment that was good for (b)(6)

Q: Is the team better off without (b)(6)?

A: I think some folks are glad that she's gone.

Q: Did she perform?

A: Yes, I like her; she was fine. She did not get along with (b)(6) and (b)(6) and certain other individuals so, they would have disagreements. It was not her ability to provide the training because I watched her and she was fine. I think it was the conflicts within the groups. She got along fine with some individuals; I never had any issues with her, ever. I got along fine with (b)(6)

Q: Do you think her firing was legitimate and valid?

A: I don't know the specifics of it but it floored me.

Q: Do you know if (b)(6) ever asked for special accommodations (b)(6) for example to be excluded from the Maintenance Meetings?

A: I don't know.

Q: What about telework; was that ever discussed?

A: She could've done that.

Q: I understand that no one has been authorized telework, is that correct?

A: It's come up a few times in meetings and we were told, "At this time, no we're not doing telework."

A: My husband was in the military, he's retired and I was in the military. I am very flexible; you have to be in this career field. But there's a difference in being flexible but there's always processes in place. I never know where she's going, where she's coming from or where she's going. She'll come in and she'll have her meeting and you haven't seen her for three weeks. She'll say, "We have this and this and this coming up..." then she walks out and never provides any direction. She has two people (b)(6) and (b)(6) who carried over from the other organization; all of the others left. (b)(6) (b)(6) (b)(6) all left.

Exhibit C Initials of Person Making Statement (b)(6) Page 6 of 8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

Q: Have you heard or seen that some people are not fully engaged, actively employed, with enough to do?

A: Yes I've seen that. I'll give you an example, this always floors me. You have some SMEs like (b)(6) with years of experience in the military, (b)(6) who was a Brigade Commander, but you don't use the leadership skills of people like that in your organization. Their leadership skills are not being used at the level they should be.

Q: Have you ever heard people say that they don't have anything to do?

A: Yes.

Q: What does the leadership tell them?

A: You need to go work on your intrapersonal and interpersonal competencies; that's all you hear in that work place. Go read on that and go practice your briefings. There are some people that are busier than others; those are the chosen few. They get the assignments.

Q: What is the relationship between (b)(6) and the TSG?

A: Probably the same relationship I have with LTG Horoho? LTG Horoho hired me to come out to Western Region to be the Communications Director. She knows me and she knows my skills. I think (b)(6) thinks that she has a closer relationship with LTC Horoho than she does the TSG's name when she shouldn't and I know that.

Q: What would you do to fix the TES-TF?

A: I would remove (b)(6) as the Director and make her an OD Specialist because she can't supervise. I think she's a very good facilitator. I'd put a military person in charge.

Q: So, this negativity that she displays to her employees, she doesn't display that to the audience at all?

A: She's like a chameleon and when she's in front of the audience, she's on stage.

Q: What about (b)(6)?

A: I actually had someone who I work with ask me about (b)(6) because of the way that he acted at the AUSA booth because of some inappropriate behavior. He comes across as sexist in nature. He conflicts more with women and (b)(6). He and (b)(6) just don't get along. He should still be professional. In any organization there are people who don't get along but you have to learn to work together and be professional. I don't see that in our organization. If you don't get along, you have to bare your soul, get every issue out and be best friends. You can't just have a professional relationship.

Q: Did any of that training, Journaling, TimeLine Therapy, the Magic Bowls help?

A: No...I call it the "whohoo" stuff.

Q: Do you think that (b)(6) knows about this Magic Bowl and Stones training?

Exhibit   c   Initials of Person Making Statement (b)(6) Page   7   of   8

Date: 04 May 2012 Time: 1300 HRS (PDT)

Name: (b)(6) Grade: GS-13 Strat Comm Officer Organization: TES-TF, JBLM

A: I don't know. She behaves and dresses differently when (b)(6) is there. One day she came in wearing those shoes that look like socks, jeans and a flannel shirt. I guess that's acceptable clothing attire for her. She wears feathers in her hair. I think she's Wiccan and that's OK but you shouldn't put your religion on anyone in the workplace.

Q: Do you think there is anyone you think I should interview?

A: (b)(6) has a unique perspective on the organization. He's a Management Analyst and he is a Retired Special Forces with a very good perspective on the organization.

Q: Is there anything else you'd like to add to your statement?

A: (b)(6) and I get along alright. It's hard being in my situation where I was a Program Manager and seeing employees suffer.

Q: Do you think they'd give you more problems if you were an OD Specialist?

A: I don't know.

Q: Do you think they feel threatened?

A: Yes, I think she feels threatened by me. She intentionally leaves me out of some things.

Q: Do you think she's over her head in this job?

A: I don't think she has the management skills. No one is a perfect manager but if you don't go back and try to resolve and fix mistakes to grow and improve techniques. As a good manager, you have to be able to admit mistakes. She's never, not even once, ever admitted to any mistakes; she's perfect and she has an ego. Her entire being and ego is tied to this program and if it fails it'll destroy her.

Q: I am directing that you must not share any part of this interview with anyone.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 8. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 1 Initials of Person Making Statement (b)(6) Page 8 of 8

# Section D

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since May 2011. I came on board with the majority of the staff. I'm the Admin Officer and I came here from Korea. I was the Admin Officer with IMCOM. I did not apply for the position, I was on PPP and I don't really like the FT Lewis area. I don't like the weather. I was an Army brat and I was in the Army for 61/2 years as a 71L.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: It's a learning experience, I learn something new every day, it's a little different than what I'm used to and it's a start-up which I've never been a part of before so there's a lot of learning.

Q: How much do you know about the personality issues and climate at the TES-TF?

A: I know because I was asked to participate in some of the training.

Q: Did you do the journal writing?

A: I did it for the first two weeks and then I just stopped doing it and nothing was said.

Q: What did you think about that?

A: I didn't like it because it's not something I like doing; it's not something I'm used to doing for my job.

Q: Nobody bothered you about not doing them?

A: No; nothing was said.

Q: What did you think about others having to do the journals?

A: I guess it's your own personal thing. I never heard anyone saying they had a specific issue with doing them.

Q: Did you see the value in the journal writing?

A: Based on what it was supposed to be, I guess I could see the value. But, I didn't have anyone to bounce it off of so I didn't see any value for me.

Q: Did you think the journal writing task was mandatory or voluntary?

A: I don't know if they had to do it but I know that they did. After we moved into the new building in November, I don't recall seeing the journals being piled up on (b)(6) desk.

Exhibit D Initials of Person Making Statement (b)(6) Page 1 of 10



Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

Q: Did you or have you heard that anyone had any concerns with (b)(6) reading the journals since he wasn't a supervisor?

A: I've heard people say that they had issues with it.

Q: What kind of comments did you receive in your journals?

A: I had comments like "Dig deeper," "Is there more to this?" and "That's a good way to look at it."

Q: Nothing negative in your comments?

A: Well, when I got the "Dig deeper," I was thinking what the heck do they want. When I went to the Civilian Education System (CES) course, the three week (intermediate) course, we had to journal every day and the instructors would comment. I didn't even like that. We had to journal on what we learned today, what we took away from it, and how we intended to use it.

Q: That's different than journaling on personal things, correct?

A: I will say that some people put more personal things in their journal.

Q: Do you have any information or experience about journal information being used in an open forum or open discussion?

A: Not any that I was in.

Q: Do you know of any instances where this journal information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: I find that hard to answer since I didn't read any of the journals. I don't know if I could answer that. As far as specifics being in the performance objects or appraisals, they were not.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events?

A: (b)(6) mentioned that she would like for them to wear MEDCOM colors (gray, black, burgundy, and white), when they went out for training (not in the office because we can wear almost anything, to include jeans, in the office) but she did state that she did not expect anyone to buy anything new for their wardrobe. I know several guys went out and had suits made. She told people to make sure that their shoes are comfortable because they will be standing for long periods of time.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: No, the only thing I know are the office rumors. She was on board when I came on board and so, I don't know anything about how she was hired. I don't call her DR, I refer to her as (b)(6). Any memorandums I type, I don't use DR or PhD because the regulation, as I interpret it, is that if the title doesn't benefit the position, it's not to be used. I showed her that in the regulation and she said that no one had ever shown her the regulation. She told me that was fine.

Q: Do you have any experiences or evidence that the leadership engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

Exhibit D Initials of Person Making Statement (b)(6) Page 2 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

A: No.

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: No, that was all prior to me getting there.

Q: But, you're trying to hire some positions now, correct?

A: We haven't received any referral lists because right now, everything is at MEDCOM awaiting the Chief of Staff's approval and then I'll do the RPAs?

Q: For which positions; the ones that left?

A: Yes, the vacant ones and we've been given permission to expand.

Q: To what; about 40?

A: Yes.

Q: Do you have the space for all of those people there?

A: We may have to do some hot stacking/seating and we're supposed to be moving. We have a meeting Monday to talk about what they want to do. We may be moving into a leased space.

Q: Did anyone discuss or request doing Telework?

A: I got a thing from MEDCOM asking about telework, to designate which positions were eligible for telework. I coded all positions as eligible for telework but, when you read the criteria for Telework, most of us are in Term positions and on their one year trial/probationary period, meaning that they cannot telework.

Q: Well, most of them will be off of that this month or next month, correct?

A: Right.

Q: But, has anyone asked?

A: What I know of is (b)(6) asking about being able to telework. I believe he was told no. Exactly how it was worded, I don't know. I know that (b)(6) is for teleworking because she said that she'd like to do it herself. But, right now what they are trying to do, since the team is new, is to build the team, get all the curriculum, building the rapport, and all of that stuff worked out.

Q: But, when you telework, you could approve it for one day and that doesn't seem like it would affect the teambuilding, etc correct?

A: Yes, but some folks when they asked for telework were taking it for more than one day.

Exhibit D Initials of Person Making Statement (b)(6) Page 3 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

Q: Do you remember submitting a document to MEDCOM last year identifying the telework status of all positions and stating that 100% of your people/everyone had been notified about the MEDCOM Teleworking policy?

A: No.

Q: Do you know anything about (b)(6) is acting like a supervisor but he not in a Supervisory position?

A: When I came on board in May, I thought (b)(6) was supervising.

Q: Why did you think that?

A: Because when I came on board, I was told he was the Chief Management Analyst and that he was going to be the rater of the Management Analyst. I didn't question that and I didn't have any reason to question that. And, I knew that (b)(6) was a supervisor. In the midst going through and expanding the organization and looking at how many chiefs an Indians we were going to have I looked at (b)(6) PD and I didn't see anything in there about him being a supervisor. Then, I looked him up in DCPDS and I didn't see where he was coded as a supervisor. I went to (b)(6) and said, "Did you know that (b)(6) doesn't have Supervisory on his PD or he's not coded as that?" She said, "That must be a mistake because he was hired as a Supervisor and it must be a mistake with the CPAC." To my knowledge, she thought he was supervisory.

Q: Did you guys go back and fix that?

A: I have fixed the PD and sent it forward but I don't know where it is in the process.

Q: But, I understand that he's being used more as a Deputy, is that correct?

A: I don't want to use the word "Deputy" because he's been left as "Acting" in (b)(6) absence. (b)(6) has also been left as "Acting" and she doesn't have supervisory on her PD either?

Q: There was some discussion about developing a Deputy position, but that hasn't been done yet, correct?

A: No, I'm working on the PD.

Q: Did you ever hear any comment about detailing (b)(6) into that position until they hire the position?

A: That, I've never heard. In developing the PD, we had a discussion, (b)(6) (b)(6) (b)(6) and I, about what that PD should look like, what the responsibilities should be and whether that position should be military or civilian.

Q: What's that decision?

A: As far as I know, that's not been decided yet, as of two days ago it was still up in the air. I have one view and of course, (b)(6) has another view. I have more of a military, Army, standard organizational view than she does.

Q: Do you think it should be military?

Exhibit D Initials of Person Making Statement (b)(6) Page 4 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

A: Yes, I think it should be military. I think that would be the best thing for the organization.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, metrics, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: I don't think so. I know that we're a part of the overall MEDCOM BSC.

Q: Do you know if they've done a strategic planning session to develop vision, mission, goals, etc?

A: Yes, they did conduct a Strategic Planning Session at the Education Center. (b)(6) and (b)(6) came here.

Q: Have you seen the results of that Strategic Planning Session?

A: I've seen our vision and mission but as far as it all being on one document with the BSC, I haven't seen that. They did strategic planning with a smaller group and then, did training at the end of that with everyone involved. I didn't take full participation with training. I was there for the first meeting with (b)(6) where we all introduced ourselves and he introduced himself, and then went back in on the last day of the training. I'm not going to lie, when I first got here, I saw this as a lot of Hocus-Pocus and I had a hard time adapting to it. My philosophy is the government pays me to get my job done and I don't need to get along with everyone to do my job. It makes life easier if I do get along with my co-workers but I don't have to get along with everyone to get my job done.

Q: Do you still see it like that? Do you still think it's a lot of hocus-pocus?

A: They know how I feel about it. The last training we had I would not buy into the ante; I told them I wouldn't.

Q: What's the ante?

A: It's where you throw in your poker chips for the team norms where we all agree to do this to be on the team and we were going to be held accountable for that; I told them I wasn't going to do it. They said, "OK."

Q: You haven't been treated differently because of that?

A: I don't think I have.

Q: Do you think that there is an A-Team and B-Team within the TES-TF?

A: I don't know if I think that or if it's because I've heard other people say there is but I'm trying to think whether I believe it.

Q: Seems like you're a little stepped back from what is going on and unless you are oblivious to what's going on, it seem like you would know whether there is an A-Team and a B-Team, right?

A: A lot of the stuff I know, I only know because I've done the personnel actions. I don't sit in the room with them and I don't do all of the training with them. I tell them that I don't want to know all of the rumors. Because of my job, I don't want to be stuck in the middle. Sometimes, they'll ask me questions and I just tell them where to go to get the information. Because sometimes, when you say something, Exhibit D Initials of Person Making Statement (b)(6) Page 5 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

right or wrong, sometimes what you say gets twisted by certain employees. Also, I understand that everyone perceives things differently. There have been some comments made about me being disloyal because I provided information to people about where they could find information. I made the statement that when you come to me and ask me questions, if I give you an answer and if you think that is going against management, I'm going to give you an answer and I don't find that as being disloyal and if some of you do, that's your issue.

Q: Did you ever hear (b)(6) say anything sexually offensive or tell any sexually inappropriate jokes?

A: I don't think so.

Q: So, you see him as a nice guy?

A: I see him as a crusty old grandfather. I accept (b)(6) for how he is and if I have a problem with him, I tell him that I have a problem.

Q: Was there any in-processing training done with new personnel?

A: (b)(6) created an in-processing book and I took that over and we gave those to everyone to read.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment?

A: I don't like (b)(6) management style and I told her that, in front of the whole group. I told her, "(b)(6) I don't like your management style and I don't understand it."

Q: What did she say?

A: She said, "It's about time someone said they had an issue with me and later she came to me and said, 'I hope you know that if you ever have an issue with me, you can always come to me.'"

Q: But, it doesn't seem like she did anything with that feedback; doesn't seem like she did anything to try to resolve your issue because she could've come to you to ask you more specifically what you didn't like about her management style and how she can resolve it. Or, she could've gotten the entire group together and explained to them her management style.

A: I have an issue that I need structure, I need a structured environment and the whole group knows that. (b)(6) has stated that she doesn't need structure. (b)(6) stated he doesn't need structure, and (b)(6) even told me that he doesn't need structure. I told them that may work for them but it doesn't work for those under them that need structure.

Q: Do you think that's why some people left the organization because they need more structure?

A: I'm not staying; I'm actively seeking employment because I need more structure and I don't expect someone else to have to meet my needs. I know what I need and this isn't it.

Q: So, to clarify, you don't think there's a toxic work environment but you would call it unstructured?

A: Yes.

Exhibit D Initials of Person Making Statement (b)(6) Page 6 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

Q: Do you know some people have left and one person got fired. Do you know why?

A: It has to do with the perception, from people, that there are the "Haves" and "Haves not."

Q: Do you think (b)(6) firing was legitimate and documented?

A: I was her escort during the termination. I had a personal relationship with (b)(6) and I got along with (b)(6). There was documentation and emails back and forth. (b)(6) brought a lot to the table. (b)(6) is very smart. She has really good management analyst skills. She has research skills and she can write better than anyone else in the Task Force. But that's not what she was hired to do. She was hired for the OD training side and she had difficulties on that side.

Q: She couldn't train?

A: I don't know; I never saw her train.

Q: She wasn't fired for performance, correct?

A: She was fired for comments and behaviors. And some of her behaviors did lead to questions.

Q: Was she confrontational?

A: Yes, she was confrontational.

Q: But, isn't that what this training is all about, teaching people to be confrontational?

A: It is but with that being said, maybe it's the way you react even though you're being confronted.

Q: Do you think she was just too sensitive?

A: I don't know because I see two sides. (b)(6) made a comment, which I wasn't there for, about military kids and "that's why they act the way they act." (b)(6) Reserves, and (b)(6) who's retired, had the most ridiculous, in my opinion, reaction to that comment. They took her comment to heart and were totally offended. My only comment to her had she said that to me, and I was a military brat, would've been to thank her for giving me an excuse for being the way I am. That turned into a big confrontation between the three of them.

Q: Did you hear a comment about PTSD?

A: I think that happened during Spectrum training and I was in the building but not in that training. The other problem is that some of these employees offer up more information than they need to offer up. Maybe they feel that was the direction they were given to be open, transparent, and honest.

Q: So, is it your opinion that (b)(6) wasn't a good fit for the organization?

A: Not as an OD. If she had been hired as a Management Analyst, then I think she would've been a perfect fit.

Q: I didn't see anything that said that she was not good at training.

Exhibit D Initials of Person Making Statement (b)(6) Page 7 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

A: She only went out on one training because she hadn't done the interpersonal and intrapersonal work and made it through. I was in a meeting with (b)(6) where (b)(6) and (b)(6) were not there, and I don't think (b)(6) was there. It was one of our weekly Maintenance Meetings. (b)(6)

(b)(6)  
(b)(6) Out of the blue, (b)(6) said, "I'm having a reaction to this" and that she didn't really want to be put in charge of the PIT because it was too close to (b)(6). (b)(6) I couldn't figure out the relationship between (b)(6) comments and (b)(6) statement. It kept going on and on. (b)(6) had unresolved issues with (b)(6). (b)(6) made the comment that he had an issue with (b)(6) because she had questioned where he was. I told them that when you leave the building on duty time, someone, either (b)(6) or I, as the timekeeper, need to know where you're going. That turned into a big misunderstanding. (b)(6) had confronted (b)(6) earlier because she couldn't find him when she needed to get information for the PIT project she was working on. (b)(6) didn't like the idea of being questioned about his whereabouts.

Q: There was some discussion about this acceptant training and the value of the training where each member of the team is required to go up to each team member and "accept", "not accepted" or "accepted with conditions" (the Ante)?

A: When we first came on board, we went through about two weeks of team building training. We went through exercises, learned about each other, and learned how to give honest feedback and not try to sugarcoat everything. We weren't encouraged to be ugly; we were encouraged to be honest. Just get to the point and provide the feedback. At the end of that training, we had to stand up in front of everyone and say whether we accepted people as a full standing member of the team.

Q: Was everyone accepted?

A: During the first session, I believe everyone accepted everyone. In the last one in November, there were some who weren't accepted.

Q: Who wasn't accepted?

A: I wasn't accepted by (b)(6) because he didn't understand how I could be a member of the team and not buy into the ante. I think I (b)(6) may not have accepted me.

Q: Did you not accept anyone?

A: I think I accepted everyone. (b)(6) accepted everybody. (b)(6) did not accept everybody.

Q: Who did he not accept?

A: The only one I can specifically remember is (b)(6) but there may have been more. I know for a fact, I remember that one.

Q: Was that pretty ugly?

A: She was already crying before he got to her. She had been upset that whole day.

Q: Do you know why?

Exhibit D Initials of Person Making Statement (b)(6) Page 8 of 10

Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

A: She felt that she was being attacked. I upset her; I called her on something and upset her.

Q: Was she being attacked?

A: If I was her, I would say I guess I could see it. I'll just tell you the role I played in it. (b)(6) had said something to her and she asked for specific examples. (b)(6) said, "Off the top of my head, the only thing I can remember is....." and it was something that had taken place months ago. The rules we are supposed to play by are that when you say something is forgiven and you're letting it go, you aren't supposed to bring it up again. Otherwise, you didn't forgive it; you didn't let it go, and there are still issues. (b)(6) said, very sarcastically, "Oh, that's the only thing you can come up with and I thought you let that go." (b)(6) didn't respond. I stepped in and I told (b)(6) that I thought that was a dig at (b)(6) because you asked for input, she provided input, and a way to not accept responsibility. Later, (b)(6) told me that she saw where I was coming from and she agreed with me.

Q: What's the purpose of not giving positive feedback to people?

A: I think we can give positive feedback. I can tell you what (b)(6) says, this is her philosophy about that. I took this to the CES course and told them this and they all started laughing. Here's what (b)(6) said, "You're the one who interprets what someone gives to you." Feedback can be negative to you or you might see it as a teaching moment. (b)(6) philosophy is that "Feedback is a gift." You can say OK and let it affect you negatively, you can say OK and let it go, you can say OK and accept it.

Q: If I'm a client and going through your training and I ask a question, am I going to get feedback that I asked a dumb question? Do they use this feedback for their external training?

A: I've never sat in the training. I know that they've been instructed not to do that.

Q: So this training they use on each other, they don't use when they go out for external training? So what's the point of it?

A: I think the point is to learn your training partner's triggers, etc so that if something comes up that triggers them, you can step in and take over the training until your partner readjusts.

Q: Do you think you can get to know people well enough without showing your personal vulnerabilities?

A: Yes; I agree and that's where I have a conflict and I don't think I should have to show my personal vulnerabilities to do my job.

Q: So, you don't see the A-Team/B-Team concept?

A: I've seen (b)(6) say things to people that I wouldn't say to people.

Q: For him and his position, is it appropriate for him to say those things?

A: For me, no, I don't think it is appropriate.

Q: Can you describe (b)(6) what do you think about (b)(6)?

A: I think he's like a grandfather. I don't have an issue with (b)(6)

Exhibit D Initials of Person Making Statement (b)(6) Page 9 of 10



Date: 04 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6) Grade: GS-11 Administrative Officer Organization: TES-TF, JBLM

Q: What kind of comments does (b)(6) make that you feel are inappropriate?

A: One comment, that I had an issue with, the word "witch hunt" came out of somebody's mouth. (b)(6) made comments that we needed to get down and dirty and being honest and open with everyone. He said, "And, I've already heard rumblings about the teams that have been picked." When asked for specifics, (b)(6) said that he wasn't going to give specifics. That was the elephant in the room because we're supposed to be congruent and transparent. Someone said, "It sounds like a witch hunt to me." (b)(6) said, "If you want to call it a witch hunt

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone else. Do you understand?

A: Yes.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 10. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit D Initials of Person Making Statement (b)(6) Page 16 of 10

# Section E

Date: 5 May 2012 Time: 0900-1100 HRS

Name: (b)(6) Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

5 MAY 0900 HRS

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: One year.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm a GS-11 OD Specialist. We conduct training on culture change. We model the behaviors necessary to change cultures; it's a paradigm shift. We train team building, Culture of Trust Model, conflict resolution etc. (b)(6) is very transparent and willing to share what she's thinking. I can always provide comments; I feel that I am always heard. She allows input from group members when making decisions. She values all of our experiences, education, and background. In reference to providing ideas fit with her vision, she has said, "go with it." (b)(6) is working on getting CMEs, CNE, and CEUs credit for our training. (b)(6) vision is to create another environment in Army Medicine where there is a high level of trust. I feel like our team has some level of trust.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes and it was voluntary. We did it to see how we are communicating with each other and our self-awareness. There were three questions that we were suggested to answer in our journal writing: 1) What did I learn today? 2) What did I learn about myself? 3) What did I learn about my team? We were to write about the event, interpretation, opinion, intent, rationalization, belief, behavior, and new focus. The journal comments I received were positive; things like, "dig deeper" and "tell me more. The comments helped me introspectively and interpersonally, not just for groups. This process has helped me be more aware of emotions and how they drive my actions, or behavior. I'm aware of my emotions and what to do to move the team forward.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: (b)(6) has been in the field for many years and has a good perspective, since he attended the Army's OE course. As the training director I thought it was appropriate for him to provide me input. However, we were asked if we had a problem with him reviewing the journals, and anyone could have denied him access to the journals.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: I am not aware of specific journal information discussed in public. Some folks would try to discuss and (b)(6) would stop the discussion. There were comments that referred to journal information like, "There's conflict with members of the team and I'm encouraging you to work those out."

Exhibit E Initials of Person Making Statement (b)(6) Page 1 of 4

Date: 5 May 2012 Time: 0900-1100 HRS

Name: (b)(6) Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: No.

Q: Did (b)(6) request or require TES-TF personnel to wear specific colors of clothing when conducting training?

A: (b)(6) said that certain colors, blue, black and gray, are appropriate for training. Men should be in suits and women in business attire. She said she didn't expect anyone to buy anything and told us to work with what you have. I was not aware that anyone went out and bought additional clothing because of this.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No, I've heard him question their fit as an OD consultant.

Q: Did you ever hear (b)(6) be belligerent?

A: No, just very straight forward, very direct. He tells you what you need to work on. I never heard any sexually offensive comments, jokes, or innuendos. I do remember talking about the Tilted Quilt restaurant while we were at FT Hood, however it was not inappropriate.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: She got her degree from an accredited school that lost its accreditation or never had it; not sure. (b)(6) shared that with us. Others call her doctor, I've never heard her address herself as Dr.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No.

Q: Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: Most of our team is made up of veterans from multiple branches (Air Force, Navy, and Army; both Officer and Enlisted).

Q: Does the TES-TF have structure and performance objectives

A: I've heard people say that there's no structure I think it has structure but it's a very different type of structure than most of us are used to. (b)(6) makes the decisions but her leadership style is very different and very participative. We have performance objectives, and they are listed on our

Exhibit: E Initials of Person Making Statement: (b)(6) Page 2 of 4

Date: 5 May 2012 Time: 0900-1100 HRS

Name: (b)(6) Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

performance evaluations. We have a mission, vision and goals. We did develop a strategic plan in the summer of 2011.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No toxic leadership and no toxic environment. There is some conflict between team members and with (b)(6). Some think that (b)(6) doesn't respect the opinions of others, so I've been told but my assessment is that is untrue and just their interpretation.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6):

A: He wanted to go back to school.

Q: (b)(6):

A: I don't know why she left; I wasn't there when she left.

Q: (b)(6):

A: I do not know why she left. I personally had conflict with (b)(6) we were like oil and water. She verbally attacked me many times. (b)(6) is a very competent person but hard to work with. She told me a few months ago that she had PTSD (b)(6) but most were not aware of that.

Q: (b)(6)

A: (b)(6) She wasn't happy with her evaluation and she wasn't accepted by a few teammates during the Team Acceptance/Rejection exercise.

Q: Did you or anyone at the TES-TF request to telework?

A: I am not aware of that. It was discussed openly when we had a snowstorm. No one teleworks. (b)(6) may have said it wasn't allowed.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: There are some perceptions about an A-Team and B-Team but I don't see it.

Q: Some say that opinions and recommendations of A-Team members are more positively considered than those of B-Team members. Have you seen that?

A: I think that perception is more about where the folks go. (b)(6) directs who goes and who doesn't go based on "Best fit" for the client and assessing who needs training for team development. Everyone (except management analysts) has gone on some training.

Exhibit E Initials of Person Making Statement (b)(6) Page 3 of 4

Date: 5 May 2012 Time: 0900-1100 HRS

Name: (b)(6) Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: No.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit E Initials of Person Making Statement (b)(6) Page 4 of 4

# Section F

Date: 5 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

5 MAY 1130 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: Can you tell me how long you were assigned to the TES-TF and how you think things are going there?

A: I worked there from November 7, 2011 through the end of February 2012. I have 25 years of experience in Organizational Leadership and I taught at Washington State University since 1984. On my first day at the TES-TF, I was told "leave all you know at the door." I left because I wasn't going to put up with the things that were going on - negativity, administrators badgering specific employees, having little to no work to do, lack of trust within TES-TF - and things were getting worse. During the Spectrum Training with (b)(6) I had hope that we would begin valuing differences and treating others better - that the toxic environment would improve. (b)(6)

(b)(6) I would not let an environment I was in affect my health again. I left because the TES-TF environment was beginning to impact my health.

Q: How would you describe the Command Climate at the TES-TF?

A: I always believed in understanding, valuing, and utilizing people's differences; that philosophy differed from that espoused within the TES-TF. Different people were treated differently and many individuals were discounted or put down for speaking up. On one occasion (b)(6) said something to indicate that my time was coming, meaning that my bullying would begin soon. On my last day at TES-TF while attending a meeting focused on our upcoming work at Fort Hood, (b)(6) spent the bulk of the time badgering (b)(6) about his abilities. He kept asking (b)(6) "What have you done to resolve these issues?" When (b)(6) told (b)(6) that he was working on them, (b)(6) retorted, "I haven't seen that!" (b)(6) told me, "(b)(6) you're just a mystery." Some TES-TF employees asked if they just wanted clones of the Director. (b)(6) denied this but her actions contradicted this denial.

Q: Do you see (b)(6) as a supervisor?

A: Yes.

Q: Is (b)(6) a Supervisor?

A: I thought he was.

Q: Were you ever in any meetings where it was stated that he was (b)(6) deputy?

A: Yes, in the November timeframe, they announced, in an open forum, that (b)(6) was (b)(6) Deputy Director. I know that (b)(6) is a Management Analyst.

Q: Can you tell me a little about the journal writing?

Exhibit

F

Initials of Person Making Statement

(b)(6)

Page 1 of 5



Date: 5 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

A: I did one journal and emailed it to (b)(6). See (b)(6) attached comments to my journal where he tells me to "engage the engine fully," "go deeper," "continue working with the Truth Model, and apply it to yourself more deeply," "dig away deep inside and face self, especially the scary stuff that you do not typically share," and finally "See what you discover and note the associated emotions."

Q: Did you think the journal writing was mandatory?

A: I would not say it was voluntary. (b)(6) told (b)(6) and me (since we arrived the same day) that "You are Federal employees and I can't make you do journals but, I am tasking you to do journals."

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: I do not know.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: I can't say for sure.

Q: Did you ever question why (b)(6) was reading and commenting on the journals since he wasn't a supervisor?

A: I saw (b)(6) as a supervisor. I thought (b)(6) (b)(6) and (b)(6) were the administrators with authority to determine the kind of work we would be doing. But, I never felt supervised, informed by them. I lacked adequate information to do the job. The entire unit was very inconsistent.

Q: What do you think of (b)(6) professionally and personally?

A: (b)(6) is not a good training manager. The team developed the curriculum; not (b)(6). He's very ineffective and a bully. Once he said, "Many folks don't like what (b)(6) doing here and I'm here to protect her."

Q: Have you ever heard (b)(6) be belligerent with others?

A: Yes, I was shocked that he was publically belligerent to (b)(6) (b)(6) and (b)(6). I did not get any sense that they were trying to build good working relationships.

Q: How would you describe (b)(6) professionally and personally?

A: She is an introvert. During the Spectrum training she was identified as an "Orange" or free-thinking and unstructured type. She's not conversational with anyone except (b)(6). I did not observe her as having management or leadership skills. I never considered her as a leader. She's not a leader because leaders enable people to do a good job. She may have some skills as a trainer and facilitator although I have not witness her in a training role. She did not manage and did not supervise. She did not value or accept differences. She only knew one way; (b)(6) way. I've spent less than 15 minutes with (b)(6) during the entire four months that I was assigned to the TES-TF. (b)(6) needs to be moved

Exhibit F

Initials of Person Making Statement

(b)(6)

Page 2 of 5

Date: 5 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

out of her ivory tower because she has too much authority and uses it ineffectively and to the detriment of TES-TF.

Q: Do you have any information regarding (b)(6) Ph.D. and where she got her degree from?

A: No, I've not heard specifics about her Ph.D. A-Team members used terms like "(b)(6)" when introducing her.

Q: Can you tell me a little about this request or recommendation to wear specific colors of clothing during training events?

A: Various staff members told us (b)(6) wanted us to wear black and burgundy. I did hear that some folks bought new clothes to meet the clothing requirements.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: Yes, (b)(6) received sheer bullying and harassment during the second week of training in the middle of November. They badgered her for speaking too loud while leading a training exercise; I didn't think she spoke too loud. I could not believe they were badgering her about that. (b)(6) was the lead in the badgering. (b)(6) told (b)(6) "(b)(6) I don't accept you on this team" during the Acceptance/Rejection exercise where every member had to go up to every team mate and say whether they rejected or accepted them onto this team.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No, I've never seen the strategic plan, BSC, vision, or mission. Guidelines were not published or consistent. I have no sense that they were trying to build good working relationships. No SWOT analysis is being done.

Q: Did TES-TF employees have sufficient work to do; was everyone busy?

A: No. Almost the entire time that I was there (b)(6) and I had nothing to do except when we developed PIT training or took some online required classes. The entire TES-TF is underutilized.

Q: How often were (b)(6) and (b)(6) in the office?

A: They were rarely around.

Q: Do you think there is an A-Team/B-Team perception at the TES-TF?

A: Absolutely; everyone knows it but some, the A-Team, will be in denial, like (b)(6) (b)(6) and (b)(6) Yes, different people were treated differently. For the people on A-Team, things always worked better for them, they were given the favored assignments (travel) and they had a strong voice.

Exhibit

F

Initials of Person Making Statement

(b)(6)

Page

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of

5

Date: 5 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6) Grade: N/A Organization: N/A

But, if you were on B-Team and you spoke up, you were discounted or put down. A-Team ran in a pack and all of them like (b)(6) and (b)(6); it's a wolf pack mentality.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Yes. In my mind there was not enough trust at the TES-TF. The more I've observed and reflected on the actions of the TES-TF, the more I'm convinced that it can be called bullying and harassment. I was told by (b)(6) that when we give feedback "don't sugarcoat it, don't be nice, just give them the criticism." In one of the Maintenance Meetings, (b)(6) told (b)(6) "I want you to be very critical" when giving feedback on practice training done by (b)(6) and me.

Q: Do you know why the following TES-TF personnel left the TF and what is your opinion of their performance?

Q: (b)(6): Why did she leave and what is your opinion of her performance?

A: The leadership was not happy with her. She was a good performer and was fired for possible behavior issues. (b)(6)

(b)(6) she did seem to withdraw when being badgered. I wrote a letter of support for (b)(6) I thought folks did not value her. (b)(6) brought up that (b)(6) was a problem. (b)(6) would not deal with (b)(6) face-to-face (as protocol described). One time we were going to have a meeting where (b)(6) and (b)(6) would try to resolve their conflict but (b)(6) dashed in and stopped them before they got started by stating, "We will not deal with this conflict until (b)(6) arrives." (b)(6) was in several meetings after that day and the conflict was never addressed. The tension hung in the air.

Q: (b)(6) Do you think she's coming back, what do you think is her situation, and should she come back?

A: (b)(6) was not diagnosed with PTSD at retirement but now, she has PTSD from working at the TES-TF. There was apparent, deliberate, and unending public badgering of (b)(6) that was designed to get her to react or explode but she did not do that. She handled it very professionally and did not react inappropriately. See attached statement that I wrote for (b)(6) to document the way that (b)(6) was treated and her response to that treatment at the TES-TF.

Q: Do you have anything else to add to your statements?

A: I feel (b)(6) delegated tasks or responsibilities to individuals not qualified or properly prepared. Those people include (b)(6), (b)(6), and (b)(6). (b)(6) was made Deputy Director. During staff training the second week of November he gave break-out groups an assignment. When he did not like what our group was coming up with he inserted himself into our group and told us what to write. This made our team members feel there was a pre-determined outcome wanted. As part of an

Exhibit F Initials of Person Making Statement (b)(6) Page 4 of 5

Date: 5 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

evaluation of his group's performance, I mentioned this behavior and (b)(6) motioned for me to stop my comments.

(b)(6) was tasked as lead for the PIT curriculum development. What I observed was her stressing out when so many team members needed her guidance. In one exchange, (b)(6) told me I just did not 'get it' that I didn't know what I was doing. Later I asked for further clarification of what she was looking for. After examining my work again, she admitted I had included 'processes' throughout the curriculum. I believe this and other incidents involving (b)(6) working with other TES-TF staff were the direct result of lack of clear expectations, oversight, and coaching by (b)(6) and (b)(6).

(b)(6) was tasked with getting (b)(6) and me on-board with the TES-TF training style. I believe (b)(6) tried but lacked the skills and training experience to be effective in this role. He developed an evaluation matrix that focused on the negative. Additionally, his follow through with subsequent practice sessions was sporadic. I believe he was given a task he was not qualified to do effectively.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit F

Initials of Person Making Statement

(b)(6)

Page 5 of 5

Statement for (b)(6)

11 April 2012

(b)(6) and I both worked for Trust Enhancement and Sustainment Task Force (TES-TF). I met her on November 7, 2012, my first day of employment. I initially experienced (b)(6) as interactive, productive and committed to the mission of TES-TF.

In the second week (November 14-18, 2011) of my employment, my opinion of (b)(6) was drastically elevated. During a required team building workshop, lead by (b)(6) Director and (b)(6) Training Director, I was appalled by the apparent deliberate public badgering (attacking) of (b)(6) by the Director and Training Director. It seemed endless and during this time (b)(6) responded in a firm, non-combative manner. It is my opinion that (b)(6) was being deliberately goaded into a place where she might explode or otherwise act inappropriately. She did not. I saw her in the hall immediately after this event and commended her for her bravery and strength in withstanding this public badgering.

In the same team building workshop, the Training Director later told (b)(6) that he does not accept her as a member of the TES-TF. While this statement alone may not seem significant, but added to my later observations of multiple incidents when he spoke derogatorily of or to (b)(6) during meetings it shows a pattern of verbal abuse. I also observed him using this tactic on other employees. It is my opinion that once you are on his 'list' he would 'single you out at every opportunity' and always in a negative way.

While considering this statement, I relied on my twenty-five years of experience in management of 150 - 300 individuals at a time, program and curriculum development, facilitation, a train-the-trainer, Organizational Leadership and MBTI Trainer, and as a consultant and/or coach. In every aspect of my career, I incorporated the philosophy of "recognizing, valuing and utilizing diversity and differences of the people I worked with." These differences brought strengths to the organization and provided a foundation for continued growth for the individuals I managed.

I did not see the valuing and utilization of differences by the TES-TF administration. I was told on day one to 'leave all I know at the door' and during my tenure at TES-TF others asked if they just wanted clones of the Director. While the Director denied this, their actions contradicted this denial.

Exhibit F

# Section G

Date: 7 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

07 May 0900 Hrs

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long were you been assigned to the TES-TF?

A: Since April 2011.

Q: Can you tell me a little about what the work you do there and about the work climate/environment?

A: I am a Management Analyst (MA), GS-12 Term. There are 4 MAs assigned. We do cost benefit analysis, statistics, surveys, etc. I think the climate is one of the best I have worked in, and this is including my healthcare background.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes, I was involved. They asked us to write journals. They did say you didn't have to write them but they did encourage us to write and submit them weekly. I think that everybody knew that it was voluntary. I never heard anyone say, "You have to turn the journals in this week." I never heard any open complaints about (b)(6) and (b)(6) reading the journals but did hear complaints about writing the journals. I wrote about the truth model. Initially, I was skeptical of the truth model because I'm a scientist and I need to see the facts. I believe the truth model was effective. I wrote about my family. They told us to write about anything that impacts you, for example, my father's passing. Some of the comments I received were, "Dig deeper."

Q: Why was (b)(6) reading and commenting in the journals?

A: It is part of his job as the training director. He's responsible for internal training.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: I remember hearing comments like, "There are conflicts," and there is an expectation to hold each team member accountable to work our issues.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: I wouldn't know that because I'm not a rater, but it wasn't for mine so, No, I don't think so.

Exhibit 6

Initials of Person Making Statement (b)(6)

Page 1 of 5

Date: 7 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

Q: Did you receive any training when you first arrived at the TES-TF

A: Yes, it came initially from reading Stephen Covey's book "The Speed of Trust". We also all types of training that included overview of Tuckman's team building training (norm, storm, perform, etc). Much of how we could start to look at our internal and external processes, that is, how we interact daily on a personal and professional level, was brought out from this reading. Also, we received training on facilitation, backwards planning, small team building and about how you come across during facilitation.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No and he's effective. I've heard him correct people, as the training director.

Q: Have you ever heard him make any comments about recommending some sort of action to (b)(6) for someone who isn't doing what (b)(6) thought needed to be done?

A: He's told people, "I'll know it when I see it" to people who aren't cutting it. And (b)(6) was one of these people.

Q: Have you ever heard (b)(6) become belligerent?

A: No.

Q: Did you experience (b)(6) Timeline Therapy? If so, can you describe the Timeline Therapy as it was conducted?

A: Yes, (b)(6) conducted this therapy during a two-day training session. You try to see yourself in five years, see yourself now, and see how you got there. It helps you see what limiting beliefs you have and how to rid yourself of these. They said that you didn't have to participate if you didn't want to but no one said they didn't want to participate. However, the facilitation portion of this training was not voluntary. I think it could help you and also could become very emotional.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: There have been some complaints about how a certain people got their positions.

Q: Do you know whether (b)(6) discussed a desire/preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: I did hear questions about how some Veterans got hired without the appropriate background, but I never heard (b)(6) discuss how not to hire veterans. To the contrary, she has voiced her support in hiring veterans, which ran sort of counter, ideology wise, to some of us, including me.

Exhibit

9

Initials of Person Making Statement

(b)(6)

Page

2 of 5



Date: 7 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Management Analyst Organization: TES-TF, JBLM

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, SOPs, charter, vision, mission, BSC, or provide/offer proper training?

A: I was part of the strategic plan development. Once we completed it we sent it out to the team. It was briefed out to the entire team. I think everyone clearly knows the mission, vision, goals but they may have forgotten them. For example, the mission is to create a culture of trust. The vision is to change the culture of trust at all levels. Goals are to score above 85% on ACTIVE (Accountability, Congruency, Transparency, Integrity, Vulnerability/Voice, and Engagement). We update on two Army Medicine BSC initiatives monthly.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: He self-selected and left because he didn't think this work was for him.

Q: (b)(6)

A: She was very talented but she had serious ethical issues. I tried to coach and help her, but in the end, she protested just to protest. You know how some people are happier sad or being upset? Well, that's was her. She could snatch unhappiness from the jaws of happiness with no problem. She wasn't especially good at project management and her facilitation performance was poor. Because of her approach and demeanor, many in the team didn't like her; she had problems accepting responsibility along with problems with the military and the decorum. When she made an issue of standing up when or if a General came into our area, so much that she turned red and became belligerent that is where many people started to question her motives as to why she was here. It was like a teenage daughter and her relationship with her mother, where she has to disagree for the sake of disagreeing. It go to a point of where, for me personally, it wasn't if (b)(6) was going to be a victim today, or offended, it was when. I actually started to get nauseated hearing her come in to work in the mornings. She didn't care about the impact she was having on her co-workers. And the reason I say that is when she told me that she wasn't going to leave and that they'd have to fire her so that she could get unemployment. I thought there were other areas where she could contribute, but the team is better off without her.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: Anywhere you go, there is always an A-Team and a B-Team, but I don't believe there is an A-Team/B-Team here because everyone is out there. Whether you are on the A team or the B team, comes down to self-interpretation and that some people relished the roll of being a victim. I think basically you have

Exhibit 6 Initials of Person Making Statement (b)(6) Page 3 of 5

Date: 7 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Management Analyst Organization: TES-TF, JBLM

two categories: your performers and those who don't perform. I think I was on A-Team. Sometimes your best is not enough, you have to do what is required. B-Team personnel need more training. B-Team personnel are struggling because they haven't utilized resources/tools available to them. For me to get up to speed, I would train and train on what I was not good at, what concepts I could not speak conversationally about and start from there. I would film myself to get better, more conversational, and more fluid.

Q: Are B-Team members getting the training they need to get them to A-Team level?

A: They've been given enough guidance; just need more dedication, and taking a more vested interest in their own success. It is like I tell my son about college, the real learning occurs away from the classroom, when you are putting that pencil to the paper, rehashing the concepts on your own time. That's where and how you get better and the real learning happens. ...and it takes dedication.

Q: Is (b)(6) a supervisor?

A: Yes, (b)(6) is my supervisor and he wrote my appraisal.

Q: Is (b)(6) Deputy?

A: He's the Acting Director when (b)(6) is away.

Q: You are a Management Analyst; why do you do OD training?

A: It is part of my "Others Duties as Assigned" and I am in for whatever the team needs. If I have skills or tools that can help push our initiative forward, then I'm in.

Q: Can you tell me about the request/requirement to wear specific colors while out training?

A: They mentioned wearing similar colors, how corporate trainers or teams would present themselves and I agree to the idea because it would present a professional image for our team, but I never thought it was mandatory. It was more of a suggestion and an option for us to consider. Some folks bought new suits but not because of the colors. I bought new suits because I had lost about 60lbs and the suits I had looked like tents when I put them on. But no, there was never a requirement for everyone to go out and buy new suits or dresses the same color of Army medicine. I wear a purple shirt and a yellow tie with a blue suit and no one has said anything to me about that.

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: No.

Q: Do you have anything else to add to your statements?

A: No.

Exhibit 9 Initials of Person Making Statement (b)(6) Page 4 of 5

Date: 7 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 9

Initials of Person Making Statement

(b)(6)

Page 5 of 5

# Section H

Date: 7 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6) Grade: GS-07 Organizational Dev Asst Organization: TES-TF, JBLM

DATE: 7 May 2012 1100 HRS (PDT)

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since 2009 when it was called Center for Dynamic Organizational Change (CDOC). I was the Administrative Officer but (b)(6) is the AO at the TES-TF.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I am the Project Coordinator, I schedule and coordinate all the COT training events with the organizations. I travel to sites for recon purposes and to provide logistical and admin support to the teams conducting training. I primarily travel with (b)(6) as she typically has been the lead for all trip teams until recent months. Recently the training events have been simultaneously so I typically travel with (b)(6) and her team as she covers the Command briefings, Command Teambuilding and Conflict Resolutions at organizations. I provide back-up admin support to the current AO, (b)(6). I typically don't do OD work but have done Trust training and charting and provide feedback to teammates. If I am in the office I attend the Maintenance Meetings. I think the work environment is fine. I think there's good team work.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: I have not been required to submit journals while assigned at the TES-TF. However, when we began the CDOC, we started with only 5 personnel and we had to write journals and I saw it as an opportunity to grow. It was a nuisance but I know that it's part of that growth, just one of those things we needed to do; part of the learning process. Some of the (b)(6) comments that I remember receiving in my journal were "a different way to think about that". I did not see her comments as negative and I never questioned the validity or value of journaling. I do think that (b)(6) had the authority to review our journals.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: No, I never heard that.

Q: Do you know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: No, I am not aware of that.

Exhibit H Initials of Person Making Statement (b)(6)

Page 1 of 4

Date: 7 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6) Grade: GS-07 Organizational Dev Asst Organization: TES-TF, JBLM

Q: Did you experience (b)(6) Timeline Therapy?

A: Yes, I had this training while at the CDOC (related to fear of public speaking). It is same training that was done at the TES-TF. Timeline Therapy is a part of Neuro Linguistic Programming (NLP). I don't recall if there was a lesson plan for this therapy/training but there was some training material provided.

Q: Can you describe the Timeline Therapy?

A: It is where you go back in time to a bad experience so that you can leave that bad experience behind you and change a limiting belief. Timeline Therapy is considered part of NLP training. What you share is up to you during any training session. You could just sit and observe others participate but you couldn't leave. This training is very emotional but there's no requirement to say anything out loud. I do not believe anyone was encouraged to say more than they were comfortable sharing.

Q: Can you describe the crystal bowl training.

A: I was out ill frequently during 2011 and already had much of the training during CDOC days. Therefore, I didn't do much of the TES-TF Training. I have not seen nor participated in crystal bowl training.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: No, think it's a Ph.D in Psychology from a school in Montana. (b)(6) uses the Ph.D. after her name in her signature block but her name is not on her office door.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: It was a group decision to try to wear the Army medicine colors. I have never heard of anyone objecting or having to buy additional clothing.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement or trying to get around a Veteran's preference to hire a seemingly more qualified candidate?

A: No. During the hiring for our current staff I was the TES TF personnel POC for all the hiring actions and we followed ALL guidelines provided by OTSG HR and Civilian Human Resources Agency (CHARA) Aberdeen Proving Ground, Maryland for the hiring of ALL candidates. Additionally, there has been no opportunity for advancement for anyone in this organization. This is always a concern because you always want to select the best qualified candidate. There are official ways to hire a non-veteran by going to OPM and justifying why you think they are not the best qualified.

Exhibit H Initials of Person Making Statement (b)(6) Page 2 of 4

Date: 7 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6) Grade: GS-07 Organizational Dev Asst Organization: TES-TF, JBLM

A: Q: Is (b)(6) a supervisor?

A: It's not in his job description but I believe he can supervise a cell of 2-3 (Management Analysts). He does supervise and write performance evaluations for the MAs.

Q: Did you ever hear any statement about (b)(6) becoming (b)(6) Deputy?

A: No. There's no existing position for a deputy and that has never been announced.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: I am not sure, but I believe we have a BSC. I don't remember a strategic planning meeting or any back brief to the entire organization. I believe we do have a vision and mission but I can't quote it. (b)(6)

(b)(6) and (b)(6) should have that information.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No, I do not believe a toxic work environment was created that resulted in team members resigning or looking for other work. I don't feel intimidated. I've not heard that word (toxic) used by others.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: He told me he was leaving to go back to school.

Q: (b)(6)

A: This job just wasn't for her and it was a change to her way of teaching.

Q: (b)(6)

A: She was not a good fit from the beginning. She had some very serious issues. It was very difficult to work with her.

Q: (b)(6) I don't know. I witnessed one meeting where the group said that they had heard "this stuff" from (b)(6) before when (b)(6) said that she was "clean" and "done with this" and so the group pursued staying at it until completed; more work was needed to be "done." The teams have to have each other's backs when we teach. Q: Did you or anyone at the TES-TF request to telework?

A: No, I did not. It has come up and (b)(6) response was that our work doesn't lend itself to that. She indicated that it may be a consideration in the future but not possible right now. She said that she

Exhibit H Initials of Person Making Statement (b)(6)

Page 3 of 4

Date: 7 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6) Grade: GS-07 Organizational Dev Asst Organization: TES-TF, JBLM

would like to telework. I know (b)(6) asked and, perhaps, (b)(6) asked to telework but I am not certain.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: Yes, in reference to "bring your A-Team". It is used to describe where folks were in their ability as trainers and it may relate to those who've been out more and may have more extensive experiences. I've never seen anyone shut down because of their opinions and that would be against the group norms. Ultimately, the goal is to get all of the team on the A-Team.

Q: Do you know if there are any TES-TF members who are not fully engaged (have enough work to do)?

A: That's possible; (b)(6) could probably answer that question best. There is potential for not being busy.

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: I recommend you speak to everyone within the TES-TF.

Q: Do you have anything else to add to your statements?

A: No.

A: Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit H

Initials of Person Making Statement

(b)(6)

Page 4 of 4



# Section I

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

+07 MAY 1430 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long were you been assigned to the TES-TF?

A: From May 9, 2011 – March 23, 2012. (b)(6) gave me a letter of termination on March 12, effective on March 24, 2012. I resigned due to intolerable working conditions and discrimination based on my perceived disability (PTSD) on March 23, 2012.

Q: Tell me a little about what you did there and how you think things were going at the TES-TF while you were there.

A I was hired as an OD Specialist (training) GS 11, but spent the majority of my time doing Project Manager, Management Analyst or Strategic Communications tasks. My position description and the Operations Order for the Task Force did not bear much relation to what I did or how I was evaluated while I was there or what the Task Force was doing in general. By January, I did not think that the Task Force was on the right track, though I believe it has a worthwhile mission. The Trust level at the Trust Enhancement and Sustainment Task Force was among the lowest I've experienced in my career.

My job was to assist commanders in developing and establishing individual and organizational training plans to improve trust within their organizations. I was expecting 75% travel but only went on TDY for two short trips in my ten months there. I asked for clarity in my journal in late May 2011, "I wonder where I'll contribute to the initiative. I don't want to have to elbow my way in with all of these extroverts." (b)(6) wrote back, "I know very clearly where and how you will fit and you won't have to use your elbows." She never communicated what my niche was and I finally asked for relief in my request for Reasonable Accommodations on March 2. (b)(6) once said as I asked for instruction on curriculum content, "If you want direction, you are not going to get it. That's just part of the deal." He said this with a raised voice.

Once (b)(6) said she wanted to talk with me and (b)(6) about doing Management Analyst work 50% time because she preferred my writing and organizational analysis skills to those of the MAs. She never followed up, but (b)(6) would always bring me work, usually the day a command brief was due. (b)(6) assigned me as lead of the PIT project, the largest project we had done, even as GS 12s were not in lead roles. I used to tell my family that I lived in the Harry Potter closet under the stairs at work. In my journal, I say "we will have to learn to accept inequities" around assignments (i.e. being assigned

Exhibit

I

Initials of Person Making Statement

(b)(6)

Page 1 of 22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

to Ft. Hood v. Hawaii) or disparate treatment by (b)(6) and (b)(6) (b)(6) writes, "Why do differences need to be seen as inequities?" (b)(6) did not ensure fairness as a leader and created an atmosphere of uncertainty, pitting staff against each other in vying for her favor and attention. Once I disclosed having PTSD, (b)(6) treated me differently and withheld training opportunities from me.

I came to TES TF with experience in Patient Centered Care training, in public health research, behavior change initiatives as well as with graduate work in organizational development and adult education. I have been involved in enterprise wide change initiatives and am an expert in developing performance measures. I had so much to offer and still do to the work of TES-TF. With some changes, I would still want to support building trust in the Army Medicine workforce, supporting staff to support each other and to care for our Wounded Warriors, particularly those with PTSD.

Q: How is the work environment and command climate at the TES-TF?

A: After leaving the Task Force, I talked with a friend who is a public defender. I said, "I kept trying because I thought it would get better." She responded, "That is what I hear from my clients who are unable to get out of abusive relationships." (b)(6) treated us like a pint of blueberries, expecting she would throw some of us away. (b)(6) called for staff to have a "witch hunt" in February, saying he was no longer willing to go forward with "people who couldn't cut it." The feedback was harshly negative, subjectively doled out and to be accepted without flinching. In my reasonable accommodation request on March 2, I had to specifically ask for positive feedback.

(b)(6) seemed to have a mission to confront people who had gone through life "being let off the hook." In my journal, I talk about when (b)(6) resigned. I counseled him to return to school (I used to teach high school English and writing) when (b)(6) left him floundering and without guidance early on at the Task Force. I write, "It is a difficult journey to overcome [educational deficits] at 31 when he has had success and advancement." (b)(6) writes "How much of that success I wonder came from incompetent leaders who did not have the skill to hold him accountable for his behavior and instead gave him glowing reviews and references so that they did not have to deal?"

(b)(6) gave staff talking points around the A of the ACTIVE trust behaviors, Accountability; saying that what made the Culture of Trust different was encouraging staff at all levels to hold colleagues up and down the chain of command accountable. She called it multi-directional accountability. V referred to Voice, taught as speaking up even at risk to yourself for the benefit of the mission when you think something isn't going well. I engaged in these behaviors and was termed "disruptive," "divisive to the team" and finally was terminated. I became frustrated with the contradictions and experienced PTSD symptoms under these confusing rules for engagement.

Exhibit   I   Initials of Person Making Statement (b)(6) Page   2   of   22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

On December 2 when (b)(6) had just given me an excellent performance appraisal, she assigned me as lead of the Partners In Trust project. We had to develop a 40 hour training course and be ready to enroll and put it on by the third week of January. I hesitated to accept the lead role because I needed reasonable accommodations to manage the stress level that I would experience. I suggested (b)(6) an experienced manager and GS 12 as a better choice. "No, you are the right person." (b)(6) said. I felt I had no choice but to accept. Before committing to the lead, I asked her for two things to reduce the stress on me in my role: 1. This is a family business and I need to know that I can treat (b)(6) and (b)(6) like everyone else. 2. (b)(6) had to promise to inform me of private agreements with staff on the team around project issues. (b)(6) became defensive and angry and said, "Well, join the family then!" She did not carry through and I experienced PTSD symptoms in reaction to the conflict and lack of support.

That afternoon in the first meeting, (b)(6) left early. (b)(6) then confronted me and challenged my commitment. "Are you in with both feet? I want you driving the train and not the train driving you. There are other staff here that would do whatever it takes. Put a timeline on my desk. You have managed before right? You know what a project timeline is, don't you?" He berated me and I asked the rest of the team to be excused. I tried to explain my plan and he kept harassing me. I asked, "What is your relationship to me? I report to (b)(6)" He said, "I am the training director!" with pompousness. I asked, "What is your role on the project?" He said, "Whatever I want." I said, "What can I hold you accountable for?" He said, "Maybe nothing!" I said, "That isn't what we teach." (b)(6) was assigned two lessons in the curriculum that he never created. (b)(6) had to do his work for him.

I contacted (b)(6) over the weekend (this happened on a Friday.) I gingerly asked what she expected of me. She turned it into a discussion about my victim behaviors and what I considered symptoms of PTSD, being wary and somewhat withdrawn. "Why would you interpret (b)(6) behavior as not being supportive of you? I've never known him to do that to people. He was just asking for information. Go to work on Monday and don't say anything and don't apologize either. Just give him the timeline when you give it to everyone else." As far as I know (b)(6) was not counseled about his behavior toward me or about his failure to be accountable for his part of the project.

In contrast, I received a written counseling statement on Jan. 13. In trying to meet a deadline on Jan. 9 for course pre-work, (b)(6) held critical documents at home and called in sick on that day. (b)(6) and (b)(6) left the office to drive to (b)(6) house to get the documents that were due to me the week before. (Neither (b)(6) nor (b)(6) would use track changes on documents in production, so we had to have the hard copy with their edits in order to move forward.) (b)(6) did not contact me as the project lead. (b)(6) said he felt "disrespected" that I would want to know where he was when he was gone for several hours with no email or communication to me. (b)(6) was offended that I asked why

Exhibit

*I*

Initials of Person Making Statement

(b)(6)

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Name: (b)(6)

Grade: N/A

Organization: N/A

she had to go with a former state trooper who had a GPS in his car to provide directions. (b)(6) accused me two days later in the Maintenance Meeting of "giving him attitude" and asked the team if we really had to tell people where we were when we left the office. I was under enormous stress, had been experiencing PTSD symptoms over the holidays and had told (b)(6) so the previous Friday. And, so when I reacted with exasperation and raised my voice as did others, it was not without my previously begging for help, reasonable accommodations and support from my superiors.

(b)(6) was out of town the day of the Maintenance Meeting, but when she returned on Friday, Jan. 13, she called an all hands meeting "to get people to say what you did" she told me later. In this meeting, (b)(6) who was on TDY with (b)(6) when the incident occurred, stood up out of her chair, took steps toward me in the circle, pointed her finger at me and yelled dramatically, "(b)(6) I do not accept you as a member of this team. All of these soldiers we are helping. For the love of God, I hope you self-select!" She collapsed in her chair crying. (b)(6) sitting next to (b)(6) whose face was dark with anger as he glared at me, turned to comfort her and said gently, "(b)(6) I know what you mean." The meeting went on with (b)(6) prompting people to accuse me. She then said, "(b)(6) was an E9 and he was used to coming and going without telling anyone. And the January 9 deadline didn't matter. She then asked for proposals. (b)(6) (b)(6) and others said, "There has to be accountability." "Yes, yes," the A team muttered. I sat quietly. (b)(6) said, "We have to get rid of this cancer on the organization. This is too hard on (b)(6)..." Later, I got a counseling statement. No one else did, including (b)(6) I again asked for Reasonable Accommodations. I said, "(b)(6) if you have an issue with me, please approach me in private first before you put me in the public stocks." She used hearsay in this case and never spoke with me about my side of the story.

Before the next Maintenance Meeting on January 25, I took the initiative to approach (b)(6) to resolve her conflict with me. I talked during our discussion about wanting to work with her in the WTB. She had kept me and (b)(6) off of that team. I talked about my own experience and my commitment to helping soldiers with invisible wounds, including PTSD. She took my comment during this discussion about the soldier from Mount Rainier and reported a concern the next day to (b)(6) that I was a danger in the workplace. No investigation was done though (b)(6) says "there was no cause for concern." Her report is in my termination letter, though her request 12 days before that I self-select is not. (b)(6) promised to allow facilitated conflict resolution between me and (b)(6) on March 12 and "she would be fly on the wall." This session never occurred as I was given a termination letter on this day instead.

The general climate of the organization evolved from the laboratory approach that (b)(6) and (b)(6) used as their means of staff development. We were a self-organizing team, which in practice meant no leadership or responsibility for (b)(6) (b)(6) or (b)(6) There was no desk for "the buck stops here"

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Name: (b)(6)

Grade: N/A

Organization: N/A

sign. The approach was supposed to mirror a model for retreats focused on group dynamics pioneered in the 1960s and now used by NTL.org, not for use in an office with work to do. The approach as implemented at TES TF is not only ineffective in building a high trust team, but is unsafe and unethical, posing psychological and professional risks to the participants. We were put into this lab environment on an indefinite basis to uncover interpersonal and intrapersonal triggers, expose emotional vulnerabilities and stimulate conflict within the team. There were no ground rules and work was given out without specific guidance, outcomes, resources, or standards. At the same time, we were asked to journal our inner experiences, identify conflicts with others on the team, and work out those conflicts through "fierce conversations" to become a high performing team. This process was also designed to help us rid ourselves of our "limiting beliefs". We were evaluated on whether we had rid ourselves of these limiting beliefs based on subjective evaluations. (b)(6) once asked me the critical question, "What's the difference between a belief and a limiting belief?" There was no oversight of the process and we received no training or preparation to improve our facilitation skills. As a result, the TES-TF leadership developed an A-Team and B-Team mentality/perception where those who were subjectively assessed as having rid themselves of their limiting beliefs were shown favor (A-Team) and given facilitation and training opportunities, while those whose behaviors were assessed as having not completed the intra-personal work, were left to defend themselves against the pack, not provided any training, publically "rejected" from the team during the Team Rejection/Acceptance exercise, and told to "self-select" (B-Team). The leadership developed a bullying mentality that encouraged unnecessarily negative and brutal feedback by the entire group on those assessed as needing to become intrapersonally clean. A wolf pack mentality emerged, with some more vulnerable and exposed than others. I was a main target, along with (b)(6) and (b)(6).

Q: Were you required or requested to write and submit weekly journals to the TES-TF Director and Training Director?

A: Yes, we began those as soon as I arrived in May 2011. We were asked to answer three questions: what did I learn? What did I learn about me? And what did I learn about the team? I began with comments on the content of the initiative, skills I had to offer, reasons I was there: I was told to go "deeper." (b)(6) and (b)(6) both reviewed and commented (analyzed) our journals without asking our permission to do so. I did not think they had the qualifications to review and analyze our intrapersonal journal writings. They did not safeguard the confidential information provided in our private journals.

I did not know the contents were being used to size us up and that the more vulnerable I was, the more information that (b)(6) and (b)(6) had to use against me. Once I began to ask questions about the progress and direction of the initiative, my responses became harsh: "drop your victim beliefs." "Why

Exhibit

I

Initials of Person Making Statement

(b)(6)

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Name: (b)(6)

Grade: N/A

Organization: N/A

do you interpret [something] this way?" The pattern was for me to ask a genuine question of concern (using "voice" from the trust model) in the interest of the initiative and have the answer focus on my reaction and why I would have any concerns? (b)(6) questioned my "intentions." (b)(6) and (b)(6) skillfully used this process to point all fingers back at me and to deflect attention from the real questions I had raised. The dialogue was a "Heads, I win, tails, you lose" interaction.

(b)(6) pushed us to abandon our "limiting beliefs" and urged us to challenge each other aggressively in an effort to foster honest, candid dialogue and inspire trust in each other. Most of their comments to me were negative, gave no clear direction, and the overwhelming message that I received was that my responses to stress (PTSD symptoms) were my choice and I needed to change my belief system. The early interchanges seemed harmless but pushed me to get more personal. Some early comments included, "Excellent observations and reflection! I think you are on the precipice of allowing yourself to get rid of some baggage you have been carrying around for a while. I look forward to when you do." (b)(6) encouraged me to "move from observation to insight," in other words, a little deeper level of self-reflection. When I asked, in my journal entry, for a more reasonable work space because I had no desk, drawers, computer, or phone on the 11<sup>th</sup> day after my arrival, (b)(6) responded with, "Are you in touch with what beliefs you hold that caused the 'frustration' in the first place?" This is one of the many examples of not addressing a workplace concern and making it my "intrapersonal weakness" to have any needs or requests of my supervisors. A journal entry that I interpreted as telling me to manage my PTSD symptoms was when (b)(6) analyzed, "My sense from reading these is that everything is outside of you...What is the belief that causes the type of interpretation or view of the world? I believe that we create self-fulfilling prophecies." The overwhelming message was that my negative emotions were my choice and I needed to change my belief systems. With a different world view, (b)(6) asserted, everything could be different. She refused to provide Reasonable Accommodations and failed to engage in an interactive dialogue upon my request. See additional examples of journal comments (attached).

Q: Do you believe the journal writing assignment was mandatory or voluntary?

A: Mandatory. They said it was the most important thing we were doing. (b)(6) said, "(b)(6) takes them (the journals) very seriously." When I asked, in my journal in mid-May, if I needed to keep journaling, (b)(6) writes, "We'll let you know when you no longer need to continue." (b)(6) also told us one time to do it on our own time at home and not to do it in the office. She did not offer comp time. I also heard (b)(6) and (b)(6) both say, at different times, "Some of you are getting lax. You must turn in your journals this week by Friday at noon." I heard (b)(6) tell (b)(6) and (b)(6) in January, "I can't ask you to write a journal as a federal employee, but I am tasking you to do it anyway."

Q: Do you know of any instances where journals were lost or not returned?

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Name: (b)(6)

Grade: N/A

Organization: N/A

A: Yes. After pushing hard for journals, all of the sudden (b)(6) and (b)(6) stopped talking about them and asking for them around late November or early December. My journals from late October on were never returned. Contrary to (b)(6) earlier statement that she "would let us know when we could stop" doing them, I asked her where they were in early January. She responded with a wave of the hand, "Most people aren't doing them anymore." She looked at me, "We don't know where your journal is." I heard (b)(6) said, "We don't know where they are" in response to some asking for the return of their journals. Also, one day (b)(6) handed me a print out of journal pages I had submitted by email, saying (b)(6) said this is yours." I also learned in January during the PIT project that when I had submitted any journals by email to (b)(6), (b)(6) had access to and read all of her email. I felt violated and exposed by the haphazard handling of my personal journal information. This does not align with how journals are handled in the Stanford Interpersonal Dynamics Course (syllabus attached).

Later when requesting reasonable accommodations by email on March 2, 2012, I received a reply email from (b)(6) that added (b)(6) to the email string without my permission. According to policy, no other employees are to be told when someone requests or is granted reasonable accommodations. I have included this in my EEO Complaint.

I heard (b)(6) and (b)(6) say they would talk to each other about what was in the journals. I got the impression from their interactions with me in public and private that they used the journals to make their decisions about who they favored and who they would leave on the sidelines.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, it came out during our Wednesday Maintenance Meetings. (b)(6) said things like, "I know that some of you are having conflict and you need to resolve it." Private information came out in covert ways many times. (b)(6) and (b)(6) would often allude to information, leaving an inaccurate and usually unflattering impression of me and other B team members. For A Team members, personal information about families and personal lives was shared in a supportive, interested way. In one of the last team meetings (b)(6) said, "you all need to look at what is going on. The conflict between (b)(6) and (b)(6) started our first week here." He clearly was blaming me, though (b)(6) was the instigator for 3 of the 4 rounds of conflict and the one who would not engage in conflict resolution with me. (b)(6) picked sides and gave the team incomplete information. In March, (b)(6) said, "Some of the relationships here are clearly broken" staring at me. (b)(6) and (b)(6) had forbidden me to resolve conflict without (b)(6) present after (b)(6) had a reaction to my statement about the Park Ranger at Rainier. (b)(6) never made herself available to facilitate conflict resolution even though we had team rules that stated we had to address conflict within one week. Meanwhile, the rest of the team did not know this and evaluated me on what they saw with incomplete information. I was

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Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

evaluated in another KSA type exercise in the AAR of the PIT project as to whether I had resolved conflict even as I had been prevented from doing so. More personal information, usually inaccurate, was shared through gossip between (b)(6), (b)(6), (b)(6), (b)(6), (b)(6), (b)(6) and (b)(6).

Q: Do you believe or know of any instance where personal journal information was used to evaluate you or any other employees as part of their annual appraisal?

A: Yes. See the Knowledge, Skills, and Abilities (KSA) (attached) that were used for a self, peer, and supervisor evaluation and used to determine who was ready to train at the first site, IACH, in August. I personally had (b)(6) use contents from my journal, often misinterpreted, to evaluate me. (b)(6) looked for language patterns in speech and writing to assess your use of Neurolinguistic Programming principles. For instance, if I wrote that I would "try" to use the Truth Model, she would say I was a victim. I later understood how dogmatic she was about the Yoda saying, "Do or do not. There is no try." I did not know that humility and my sentence structure were a factor in job evaluation.

The KSAs were not aligned to project goals, our position descriptions, our performance standards or our training, and were written by the Training Director (b)(6). The data was managed by (b)(6) and yet we were asked to rate him with no anonymity. We were given this list of approximately 127 KSAs with no instructions and 24 hours to complete this on ourselves and everyone else at the TES-TF on July 10. Two days later, (b)(6) arrived and we did two days of team building, sitting in a circle with each other. I was put in the "hot seat" on the first day, enduring 2 hours of bullying and false accusations as (b)(6) facilitated. On the second day, we were given a sheet with all of the KSAs on them and our consolidated score. Your peer scores accounted for 40% of your total while the scores from (b)(6) and (b)(6) even though (b)(6) is not a supervisor, accounted for 60% (your supervisory score) of your total evaluation. Each person sitting in the group circle had to state how they felt about their scores. During that session, (b)(6) pointed at me and asked aggressively, "Wounded?" She called this putting you in the "hot seat" and admitted to being an energy junkie who loved to raise the tension in a group. The assessment itself was vague and subjective; the responses were biased and so violated what I knew of feedback rules: that it should be accurate, useful and immediate. (b)(6) and (b)(6) insisted on the NLP principles that "there is no failure, only feedback" and "feedback is only information." This seemed to allow them to give poor feedback and not be held responsible for it. This did not match anything I knew from my coaching, teaching, parenting and business experiences or a paper I wrote on feedback in a graduate psychology class.

Later, we were all called into (b)(6) office with (b)(6) and (b)(6) to go over our composite scores and set our performance standards for the evaluation period. The KSAs (attached) included things like, "Understand the importance of limiting beliefs on individual behavior," "Keep myself internally integrated," "able to access my emotions accurately at any moment," and "Identify and remove limiting

Exhibit I Initials of Person Making Statement (b)(6) Page 8 of 22

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Name: (b)(6)

Grade: N/A

Organization: N/A

beliefs." If they did not believe you did this intrapersonal work or "knew" these things, based on your journal writings, you were evaluated as such, based on a score of 1-5.

I was upset by the exercise and felt manipulated by the evaluation. When I tried to raise concerns, I was told that I had to improve my ability to accept feedback. I was also told I had to learn to "give feedback for the purpose of the other person's success." The irony of it was that I was being asked to be considerate in giving feedback, and yet, (b)(6) and (b)(6) could be as harsh and capricious with me as they wanted. I had severe PTSD reactions during this period. I had to sit and take this without reacting as they threatened my job and gave me "two weeks to improve." (b)(6) said, "I think something about this work violates your personal code." I said, "Yes, I have been consistent from the beginning that I find your methods harsh." When I asked for behaviorally specific expectations, (b)(6) said, "We'll look for comments about you from other team members in their journals. Are you easy to work with and things like that." (b)(6) told me to talk to (b)(6) for behaviorally specific expectations. (b)(6) never provided me any specifics. I considered my job at risk and had to swallow this humiliation and degrading experience. I did not know why (b)(6) and (b)(6) who were not in my supervisory chain were in the conversation. I asked for reassignment to another job at this time as a request for reasonable accommodations. (b)(6) refused and said "That's not my responsibility."

In my journal this week of the KSAs before the above meeting, I examined the validity of the KSAs. (b)(6) evaluates me and says "...Based on your last line of this journaling effort, I suspect that there are some significant differences between your beliefs and the direction we are headed.... I am not sure you are what we need." Due to the constant attack on my beliefs, I have filed an EEO claim on the basis of discrimination (b)(6). One of our performance standards is be "congruent with your professed beliefs." I experienced (b)(6) and (b)(6) as transferring to me responsibility for the lack of congruence (b)(6). Why are my professed beliefs part of a performance standard?

(b)(6) writes two pages to me this day. I have given a specific critique about the flaws in the KSA (that he had written) as a performance management tool and evaluation instrument. He writes things like "c. I have never seen or heard you accept any personal responsibility for your own emotions, interpretations, actions....  
d. You have many, many, many stories and life experiences that you present as reasons why you can't, or unable, etc. This last journal chapter is full of them.  
e. You have made no behavioral progress in my opinion and are not in any way preparing yourself to do this work.  
3. My patience is exhausted, because I've seen your behavior, heard your stories and heard your saga over and over and over and over and over.

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(b)(6)

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Name: (b)(6)

Grade: N/A

Organization: N/A

4. So, what are you doing here? You won't, can't do the work for all the reasons you have stated. You have had your feelings hurt by half of the people here, including me. So what is your purpose in continuing, I'd really like to know? (b)(6)

(b)(6) did not take personal time with me in the office, so he never "heard" my stories; he only read them in my journal. I assumed he was referring to the two times I disclosed some of the content of the trauma that led to my struggles with PTSD, particularly in this journal session when I was trying to tell them what their harsh methods had evoked for me. I never said that "I wouldn't" do something, rather that I struggled with being asked to be unreactive in the face of provocation, unfair and harsh feedback and chronic lack of direction. I asked for emotional safety in the group sessions. (b)(6) rebuffed me "If you are looking for safety, you ain't gonna get it. It's not safe out there."

Q: Did you attend Timeline Therapy? If so, was it mandatory or voluntary and what is your perspective of this therapy?

A: Yes, I attended the two day retreat at Madigan on about June 15 and 16. Only after assembling in the conference room did (b)(6) announce that participation was voluntary. No one left. My perspective on this was that even though (b)(6) had the Tenets of Trust, the Fundamentals and the ACTIVE behaviors, the material she covered in this workshop was what she was really about and how she really intended to approach the initiative. She and (b)(6) had little interest in the COT curriculum, but became very insistent about using NLP tools and using her copyrighted "Truth Model."

(b)(6) made a comment that she knew she could get in trouble for doing Timeline Therapy on work time. She said she was trying to get someone in Army Medicine to do the research to show the value of Timeline Therapy in addressing mental health issues in soldiers. (b)(6) asked if (b)(6) would do a similar workshop for spouses and partners. (b)(6) said she would have to think about it, that it might not be allowed. (b)(6) invited staff to come to her office any time and she would use timeline therapy to help them drop limiting beliefs. I believe (b)(6) (b)(6) (b)(6) and (b)(6) did this. (b)(6) would do sessions with (b)(6) I asked myself, "Are they counselors/spiritual directors or are they bosses/managers?"

This approach to managing unconscious material and behavior was a job requirement. The Truth Model purports that all behavior comes from beliefs, so if there is an undesirable behavior, the solution is to change your limiting beliefs. (b)(6) and (b)(6) told us "to do this work, you must drop your limiting beliefs." (b)(6) and (b)(6) said to use Timeline Therapy. (b)(6) once said, "Timeline therapy is the only way I know to do it."

The workshop was drawn from a business (b)(6) ran with (b)(6) alternatively called the "Healing Tree Institute of Human Interaction and Wellness" and "Cobwebs Removed" that evidently Exhibit I Initials of Person Making Statement (b)(6) Page 10 of 22

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Name: (b)(6)

Grade: N/A

Organization: N/A

went bankrupt in 2005. (b)(6) purports to be a "minister and registered counselor," a "Master Time Line Therapist," a "Master Clinical Hypnotherapist," and a "Master Practitioner of Neuro-Linguistic Programming" (NLP). She claims to have "pioneered development of a conflict resolution process, and a Neuro-Linguistic Model of Human Behavioral Functioning." Her training appears to be in alternative therapies and in non-evidence based approaches to behavior change. On another day just before going on our first TDY, (b)(6) brought in her crystals, Aura reading machine and glass bowls attuned to the chakras for a day of playing with energy work.

I don't believe that "all" behavior is a choice and that one can simply choose different beliefs. More importantly than what I believe is that research doesn't support this supposed "truth" about Trust. (See Myths and Truths under the alleged research section of the COT training presentations.) I don't believe in past lives or that I as a person can control my future with my thoughts. (b)(6) don't put myself and my ego at the center of things. Having lived with PTSD, I found the approach simplistic and disrespectful of the complexity of human behavior and psychological functioning. I do think the concept of managing one's biases and reactions is very valuable, but it is not the only source of empathy and presence that one needs to be an effective facilitator.

(b)(6) bragged about her work as a counselor, as she worked on several of our team members to help them drop phobias ((b)(6) I think). She talked about helping hundreds of people at The Healing Tree. She talked about keeping people for intensive weekends because if "you don't keep the pressure on them, they will just go back to their old beliefs and behavior." She spoke derisively of counselors that saw clients once a week without change. (b)(6) in dealing with me, often thought she knew best what I needed. Even when I told her I had had enough and to stop with the constant negative feedback, she would continue to push me to my emotional breaking point. She would tell me it was a "caring act."

I noticed that the staff that had big reactions and positive things to say about the Timeline Therapy and about (b)(6) impact on them, seemed to end up on (b)(6) list of favorites: (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6) (b)(6) was on the A team at the time also. I believe this training was where (b)(6) clearly decided on her A Team: (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6) (b)(6) and (b)(6) later were pushed off the team.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: (b)(6) represents herself as a trained Ph.D. and has directed staff to refer to her as "(b)(6)" in public. Her biography on file is vague about her credentials.

(b)(6) gave deadlines in January for all staff to submit C.V.s to him so he could complete an application for CEUs for our courses. (b)(6) and (b)(6) were the only staff not to provide C.V.s

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Name: (b)(6)

Grade: N/A

Organization: N/A

despite missing deadlines and repeated requests. I believe (b)(6) created a C.V. for each but he would not share it with me as lead on the PIT project in the interest of "protecting private information."

(b)(6) had never named the university she attended nor shared her dissertation with us. She had repeatedly asserted that her work at the Culture of Trust was based on 20 years of research, but she never cited nor directed us to any research findings or literature. During my IDP meeting around November 30, I expressed an interest in doing research to validate the initiative and getting a PhD. She replied, "Me too." I found this odd and did a web search for her education in January when we had trouble getting a C.V. from her.

I learned from an Antioch June 2007 Alumni Newsletter that she had a B.A. in Liberal Studies (93) from Antioch University in Seattle and a Ph.D. in Organizational Psychology from Warren National University (WNU) in 2005, an online degree program that was closed in 2009 for never earning accreditation and that has been the subject of federal investigations. The use of unaccredited degrees, such as those from WNU, has been restricted or made illegal in numerous states, to include the state of Washington and these degrees are apparently not allowed to be used in securing federal employment. Apparently, the Department of Homeland Security had issues with WNU degrees. My research showed that WNU never offered a PhD in Organizational Psychology. I shared my findings with (b)(6) MEDCOM EEO officer, when I first contacted EEO on February 8, 2012. I shared them with (b)(6) WRMC OIG, on March 8 just before being terminated.

(b)(6) told staff in May 2011 that "I always wanted to be an actress. Now I get to do this and act every day!" In our February 23, 2012 staff training, she encouraged us to change our personas when working with a group to find something that works. "I have different personas I use: (b)(6) the professor, (b)(6) the PhD, (b)(6) the confidant, (b)(6) the mom."

(b)(6) seemed to have no understanding of key organizational psychology concepts or research methods. She sought to bring all MEDCOM surveys to the Culture of Trust despite a lack of skilled staff to manage them. The CTA is neither a valid nor reliable instrument and neither (b)(6) nor (b)(6) understand the concepts of reliability, validity or survey design. (b)(6) was instructed to prepare talking points for (b)(6) and (b)(6) on these topics so they could advocate for being the MEDCOM Survey Proponent and he cut and pasted information from pages on the internet. I confronted him on his plagiarism in February 2012. (b)(6) later reported alleged inappropriate behavior from me on February 8, a day I was at home ill. The allegation is used in my letter of termination as an example of misconduct.

Q: Did (b)(6) require or request you or other team members wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

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Name: (b)(6)

Grade: N/A

Organization: N/A

A: Yes. When she first discussed our wearing professional clothing, she directed us to wear the Army Medicine colors; black, white, gray, and maroon. I spent approximately \$400 on clothing to comply with this request. I heard and saw that others bought new clothing for this purpose as well. Later, (b)(6) said, "I don't want you to buy new clothes." I believe this comment was made after we asked about a clothing allowance and after (b)(6) told her that she couldn't require us to wear specific colors of clothing. We were not given a clothing allowance.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: (b)(6) rarely observed the rules around personnel practices and openly talked about "doing what she wanted to do anyway." How people were hired, what they were asked to do and how they were evaluated were mysteries. (b)(6) talked about reading our auras during our interview and taking note of our language patterns and eye movements to type us according to NLP categories. The entire approach seemed based on favoritism, discrimination and conformance to (b)(6) expectations for loyalty and praise for her. One research article about Pseudo Voice captured the situation around narcissistic leadership: (b)(6) wanted followers, not employees. Some have noted the characteristics of a cult being present at TES TF: absolute loyalty, secrecy, initiation rites, groupthink and loss of objectivity among participants.

(b)(6), (b)(6) and (b)(6) went to D.C. to plan for the expansion of staff and conversion of positions from term to permanent in late January. (b)(6) announced to us after our trip to IACH in August that (b)(6) said positions would become permanent within the year and she openly talked about preparing us with training and specific experiences so she could write the job description to fit our current staff. She and (b)(6) apparently were strategizing and said it would help the civilians get through, past all the veterans with preference. They apparently had money left at the end of the year and chose to have us be trained as Covey Speed of Trust facilitators for the purpose of helping us compete for our jobs. We did the training and had no direction on how we would ever use the content in our work with MTFs. The intention of the Spectrum Dynamics training on Jan 4 and 5 was also supposed to help with the crafting of position descriptions that would be favorable to incumbents.

The organizational chart with the new positions was given to staff around February 3. (b)(6) gave A team members more opportunities to do team building and facilitation than B team members. The pattern seemed clear that she was preparing (b)(6), (b)(6), (b)(6) and (b)(6) particularly to advance and be rehired. I was given one opportunity to train in my entire tenure there despite my experience as a teacher, coach and trainer, including experience in hospitals and health settings. I was barred from demonstrating my abilities or getting experience. The supposed litmus test was the difficulty I had being accepted by the team and (b)(6) evaluation that I was not "intrapersonally clean." "If you do it in

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Name: (b)(6)

Grade: N/A

Organization: N/A

here, you'll do it out there" was the mantra. The team itself, few of whom knew I was struggling with PTSD, was allowed to determine my advancement. I struggled without reasonable accommodations, and in fact, increasing provocation and emotional challenge, all of which placed me in a negative position with my colleagues. (b)(6) did not set me up for success. She seemed disgusted with my vulnerabilities and honesty about PTSD and was actively repulsed by it. She said in the Spectrum training on Jan. 5, "Victims are a trigger for me. I just want you to know. I haven't figured that out." Victim, to me was a pejorative term that referred to my PTSD. I was kept from advancement opportunities on the basis of my disability, eventually leading to termination and this is the basis for my EEO complaint.

I was given the task to develop research measures for the initiative when (b)(6) returned from D.C. with the org chart, apparently because she needed to defend to Gen. Stone the outcomes and measurable impact for the Task Force. I have expertise in this area which garners a salary about \$75/ year in the state of Washington and had offered to help last July. "No" (b)(6) said last summer, "That's (b)(6) job and why we hired the MAs." There were no measures in February. (b)(6) put a researcher on the org chart at a GS-9 level, term. A-Team members told me that I was great at research and would be happy in that lower grade term position. I had suggested a statistician for the initiative, due to the importance of psychometrically validating the CTA. (b)(6) listed a position for this at a GS 7-9 level. Statisticians like COT needs have at least graduate degrees and would likely be at a GS 13 level in the marketplace.

When I did train at Ft. Drum, I received praise and accolades from colleagues ((b)(6) and (b)(6)) and from the audience. (b)(6) never came to observe me. (b)(6) said in the AAR meeting, after criticizing (b)(6) and (b)(6) performance, "You should have seen (b)(6) moving around the room and everyone nodding their heads in rapport." (b)(6) told (b)(6) I should be used to train other trainers. He said, "When (b)(6) gets going, she's in the zone like Michael Jordan." And yet, I was left in the Harry Potter closet. (b)(6) and (b)(6) feedback was on my five minutes of nerves in my first session (on Monday morning, 3 am on my PST body clock after a day of travel the day before.) In addition, I had walking pneumonia at the time and travelled against my doctor's orders because team mates advised me that (b)(6) would assess me as being a malingerer or not resistant enough to stress if I stayed home sick. Rather than being concerned for my health in the moment, (b)(6) wrote in my journal later: "I have a significant concern about the impact of the training for you and your health, centering, anxiety, etc." With others, without PTSD, she helped them with their nerves. For me, she talked about it as a performance deficit and a reason to consider me unsuitable for the work.

I applied for the GS-13 and GS-12 Management Analyst positions and for the GS-12 and GS-11 OD Specialist positions. Despite my experience in adult education and organizational change and three

Exhibit I Initials of Person Making Statement (b)(6) Page 14 of 22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

years as a senior performance analyst for the State of Washington, I was hired as an Organizational Development Specialist, GS-11 and at first offered a step one salary of 61 K. And yet, after being hired I was not allowed to do OD work.

After I joined the staff, I learned that the GS 13 MA position cancelled in CPOL's system had been filled by (b)(6). He told the story that (b)(6) told him about the job when he interviewed for the OD Specialist GS 11 and GS 12 jobs. Three men were given the GS 12 MA jobs and I was passed over for the GS 12 OD specialist positions. I ended up doing MA work for them at a much higher level of competency than those in the positions and yet was paid less. I often wondered how these selections were made.

I am curious how (b)(6) and (b)(6) secured their positions, as they do not seem suited to them. (b)(6) has not developed curriculum, trained staff or planned deployment. (b)(6) mostly works directly with (b)(6) as she did when (b)(6) was a consultant and not a director. I was the project manager for PIT and found (b)(6) unaware of basic project management approaches and principles (b)(6) and (b)(6) required other team members to do their core duties for them.

Q: Do you know whether (b)(6) disallowed a Veteran's preference consideration for newly hired members of the TES-TF?

A: During the recruitment process last April, (b)(6) spoke with me. She said "We have to take some veterans that (b)(6) doesn't want, but they're not too bad." I am aware of an email between (b)(6) and (b)(6) where (b)(6) tells (b)(6) that she's trying to reach her on the list and has to get past a Veteran with more disability than (b)(6) had. That Veteran turned out to be (b)(6) (b)(6) (b)(6) and (b)(6) have made comments about wanting to hire more qualified non-veteran candidates, especially since releasing the proposed org chart on February 3.

After being hired, (b)(6) was clearly segregated from the group, put at a desk by herself away from the other OD Specialists. Once when offering her perspective in the first two weeks on the job, (b)(6) told her that he "didn't want to hear her Colonel pabulum and that the Culture of Trust was trying to change that stuff." (b)(6) was not allowed to train at the first training site, IACH. I could see no reason to exclude her. (b)(6) told me "I think we hired some people from the Army that really don't want to change things."

Q: Did you ever hear a comment about PTSD being a choice? If so, please explain.

A: Absolutely. All behavior is a choice, according the Truth Model, and (b)(6) and (b)(6) were inflexible on that point. On January 5, 2012, I participated in a group activity with (b)(6) in Exhibit 1 Initials of Person Making Statement (b)(6) Page 15 of 22



Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

attendance, where negative, uninformed, and derisive comments were made regarding individual suffering from PTSD. (b)(6) stated that having PTSD was a "choice", not an uncontrolled reaction to intense trauma. He said something like, "if you're just coming back from Iraq that's one thing but if you've been dealing with PTSD for 20 years, I have no time for you." (b)(6) made similar comments and had stated in September to staff that we should use caution when interacting with Soldiers suffering from PTSD to the point of having another person present at all times, as they were prone to committing acts of violence. (b)(6) and (b)(6) both said that all Soldiers have to "make a choice" not to have PTSD. (b)(6) asserted that because of her belief system she would not allow herself to ever suffer from PTSD. "It would never happen to me," she said. (b)(6) was at this meeting and he didn't say anything about this but (b)(6) was visibly upset about that comment and made remarks to (b)(6) "Can you believe this?" Similar comments showing prejudice towards persons suffering from PTSD continued throughout the entirety of my employment at TES-TF and created a hostile working environment, especially for anyone struggling with PTSD symptoms. I requested reasonable accommodations from my PTSD disability on several occasions. I asked for some telecommute opportunities to avoid exposure to the hostile working environment and that I not be required to participate in the confrontational, no-holds-barred group activities (especially the Wednesday Maintenance Meetings) that were making my PTSD symptoms worse. I requested a dialogue about PTSD, the Truth Model and the training curriculum. (b)(6) denied all of my requests for reasonable accommodation and did not initiate any interactive dialogue regarding the request. On another occasion, I tried to talk about my concerns about the harsh attitude exhibited by team members towards Soldiers with PTSD with (b)(6) our lead for working in the WTBs. In doing so, I commented about the recent shooting of a park ranger, by a man who had been a Soldier and struggled with PTSD. I saw his actions as the result of untreated PTSD symptoms. I did not receive any negative feedback from (b)(6) during this discussion. The next day, I was counseled, by (b)(6) (b)(6) about the statement I had made to (b)(6) I had no idea why or how what I said to (b)(6) caused me to get a verbal counseling. (b)(6) made a suggestion that we use WTB personnel as our hospital advocates, to help us with our Partners-in-Trust (PIT) program. (b)(6) immediately dismissed his suggestions by stating, "They're not what we need."

When landing in a small jet carrying us from Dallas to Manhattan, KS, a soldier en route from his tour in Afghanistan sat directly behind me and next to (b)(6) He was talkative and anxious throughout the flight (b)(6) was visibly annoyed. As we got close to landing, the soldier said "I know you will all think I'm a wuss, but I'm scared. We're going to crash. I am more scared on this plane that I ever was in a helicopter in Afghanistan." I recognized the panic attack and firmly assured him that it was okay to be scared and that planes do crash, but not this one and not today. I soothed him as (b)(6) recoiled in his seat. At the baggage carousel, (b)(6) expressed disgust. I said (b)(6) "That was full blown PTSD. He is

Exhibit \_\_\_\_\_ Initials of Person Making Statement (b)(6) Page 16 of 22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

just coming home." I saw the soldier across the room, with bugged out eyes. (b)(6) frequently criticized me for being emotional. (b)(6) used to say I lacked Army training and had too thin of a skin.

We trained at IACH in August and received an evaluation form from someone in the large, crowded group that (b)(6) and (b)(6) trained. The participant scolded TES TF for the room set up; saying many of the employees had PTSD and needed more space and free access to the doors. We never took this admonishment into our discussions of future trainings or room set up.

In our November training, (b)(6) gave feedback to (b)(6) "You were like the Holocaust." I believe she was reacting to the sound of (b)(6) boots on the floor. (b)(6) stopped, noticing a nonverbal reaction from me in the group circle. (b)(6) told me "You have a trigger and you better get rid of it. We will train in Germany where some people will say the Holocaust never happened." Later in debriefing on this with (b)(6) in private, I said the Army held the truth as the ones who opened the camps that the Holocaust did happen. He rambled about growing up with Holocaust survivors who didn't act like victims and focused on their children and laughed about their horrors. I asked if he thought everyone could handle trauma with humor. He said, "I have a very strong belief." I stopped trying to talk to him about it and associated this with attitudes toward PTSD.

I believe it was in September that TES TF staff did an intervention with (b)(6) (b)(6) After interviewing staff, (b)(6) facilitated a team meeting to discuss analyzing the issues on the team and the possible interventions. I heard (b)(6) and others target a high performing employee with an apparent history of mental illness. One employee reported being afraid this employee would bring a gun to work. I do not remember the specifics, but I was horrified at the acceptance of gossip about the targeted employee and bantering around statements from her antagonistic colleagues about her mental state. (b)(6) said something like, "There is usually one person who is the problem," speaking about the targeted employee. I heard problems with leadership, processes and clarity of roles and mission.

Q: Does the TES-TF have structure, measurable performance objectives and provide/offer proper training?

A: Absolutely not. There's no training plan, no training schedule, no training, no standard processes and procedures. There's no supervision, leadership or management within the office. When guidance is requested, it's not provided or responded to in a negative manner. Also, many of the new TES-TF employees were new to DOD and, other than a binder with a limited selection of materials; we were not provided any in-processing training to familiarize us with DOD rules and procedures. (b)(6) tried, but (b)(6) and (b)(6) actively resisted any structures, processes or predictability. The chaos was by design and done in the name of promoting self-organizing teams. Staff who asked for structure,

Exhibit I

Initials of Person Making Statement

(b)(6)

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Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

processes and guidance were dismissed and shunned as not having the right attitude for organizational development and facilitation.

I offered my expertise in developing performance measures last July. I was told that was (b)(6) job.

Q: Did leaders of the TES-TF create a toxic and/or intimidating working environment that resulted in several of its members resigning from their positions and/or actively searching for new employment?

A: Yes, absolutely. They did acceptance/rejection exercises where everyone on the team had to publically say one of the following, "I accept you as a member of this team", "I reject you as a member of this team", or "I accept you with reservation/condition as a member of this team." I did not understand the benefit or purpose of this ritual. We were forced to participate in Timeline Therapy and other training that was not beneficial. They created an A-Team and B-Team to ensure that those who questioned (b)(6) model and limiting belief process were pushed to the side, encouraging a wolf pack and bullying mentality that encouraged harassment of B-Team members and protected A-Team members from accountability for their behavior. There were many terms that stirred unhealthy images like "shot in the neck" and "bullet proof." If team mates "didn't fit" they openly encouraged them to "self-select" to eliminate the need for correct termination procedures.

At the end of the Covey training in November (b)(6) was in the hospital. I asked (b)(6) if I could go on leave. All she said was "You'll miss the Ante." (b)(6) was planning the rejection/acceptance ritual for the following Monday. I boarded a plane, still unsure of (b)(6) final approval, based on a recommendation by (b)(6) that I had the right to invoke Family Medical Leave. I sent (b)(6) several emails telling her I was in (b)(6) and would be back Wednesday at noon. I invoked FMLA just as my shift was set to begin on Monday when (b)(6) finally responded. Later I learned that (b)(6) and (b)(6) both inquired about my whereabouts in front of the full team on the day of the ANTE exercise, as if I had not requested leave. When I returned on Wednesday, I was publically attacked, colleagues challenged my absence and seemed angry about me around other events that had taken place over the past month. I remained calm and took the harassment. (b)(6) never asked if (b)(6) was okay.

Throughout my entire time there, I've been harassed based on my religion (b)(6)

(b)(6) I told him that I was offended by such comments that derided by religious beliefs. Any talk of compassion or acceptance is met with comments about "letting people off the hook."

Exhibit \_\_\_\_\_ Initials of Person Making Statement (b)(6)

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Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

(b)(6) commented, "You are in a culture of fear." Others joked about the "Cult of Trust." (b)(6) left, saying she liked who she was and didn't want to change. (b)(6) felt the team wouldn't cut him any slack as "a black man from Alabama." (b)(6) was forced into medical leave for stress responses caused by the work environment. I was constructively discharged and now have poor references on my record. I know others are actively seeking other employment and hesitate to speak up because of the hostile work environment and fear of (b)(6) retaliation. Our performance measures were to include improving retention rates, increased employee satisfaction and engagement, reduced use of sick time, and reduced number of IG and EEO complaints in Army Medicine. By our own standards, we are heading in the wrong direction.

Q: Was there an A-Team/B-Team perception at the TES-TF?

A: Absolutely. One example, of many, was a June 10, 2011 incident where (b)(6) (b)(6) and (b)(6) were harassing me and told me that I wasn't fit to represent the TES-TF because I couldn't be trusted to do what I was told to do because I questioned a particular requirement to jump up when a senior officer entered the room. I just didn't understand this military concept and asked for an explanation. A-Team members are allowed to do less work and yet given career enhancing assignments. They are sent on the road to gain much valuable experience while B-Team members languish in the office with little or no work to do. The leadership shows a difference in treatment and acceptance between A-Team and B-Team members. For example, after analyzing the data and details of the Comprehensive Trust Assessment (CTA), I proposed some new survey questions that I thought would more adequately assess "trust". (b)(6) summarily dismissed my proposal by saying "We don't have enough data yet." When (b)(6) sends an email to the PIT team at Fort Drum, (b)(6) sends a staff e-mail complementing him. (b)(6) often had excellent ideas, and (b)(6) would cut him off disrespectfully, like he was bullying a little brother. For the more formidable former COL, (b)(6) shunning was the approach the A team took to sideline her.

Meanwhile as I would engage in research or writing, (b)(6) would often visits for hours to engage in casual conversation with (b)(6) and (b)(6) in the adjoining cubicle. One day, (b)(6) and (b)(6) talked explicitly about STDs and soldiers and oral sex. Another time, (b)(6) asked for scissors to cut his nose hairs onto a piece of paper to give to (b)(6) (b)(6) said, when I commented on the unprofessional behavior, "We decide what behavior we want as a team, and those who don't like it should leave." (b)(6) told me that concerns about sexual jokes and comments shouldn't be an issue in a high trust team. When it was (b)(6) however, (b)(6) publicly accused him of sexual harassment without a proper investigation.

If you are on B-Team, instead of providing you clear guidance and a performance improvement plan, you get comments like the one (b)(6) placed in my journal that asked me, "What is your purpose in

Exhibit I Initials of Person Making Statement (b)(6) Page 19 of 22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

continuing, I'd really like to know?" I've been told that the "difference between your beliefs and what we need may not be a good match." After I submitted a formal request for reasonable accommodations, after many unsuccessful informal requests, (b)(6) said three times in conversation, "I am just curious why you stay here when you're not happy?" A week later, she fired me with a letter full of unfounded, exaggerated allegations.

Q: Were you ever made aware of the MEDCOM/OTSG Telework Policy?

A: No. What I was told was apparently not accurate. (b)(6) told me emphatically during her new employee orientation with me that it was not allowed at DoD and that the Army was different than the State of Washington or EPA. Later (b)(6) said to me in passing, "Do you know TES TF has been approved for Telework?" I believe that (b)(6) (b)(6) and (b)(6) teleworked at times.

I asked to telework last May when we had no phones or computers and had writing assignments. I had the least quiet work space and experienced PTSD symptoms in the first month of work. I disclosed my PTSD to (b)(6) on or around June 1, and asked to work from home or have a flexible schedule. (b)(6) said, "No, you have to be in a lab environment." My asking to have my needs met was the first instance of my being assessed as being "too reactive" and not using the Truth Model. On Jan. 13 when I again requested telework as a reasonable accommodation, (b)(6) said caustically to me, "I would like to work from home, I'd like to come to work at 11 and leave at two. I'd like to not come to work at all." (b)(6) said he was triggered when I shared a book on high trust organizations that said high trust organizations would be able to be flexible with their time and attendance policies. He told me I had to conform to Army culture.

Q: Do you know of anyone else you'd recommend I interview?

A: (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6)

I recommend you contact (b)(6) an academic expert on trust to review the Culture of Trust Model.

(b)(6)

You might contact (b)(6) at [www.NTL.org](http://www.NTL.org) for his assessment of the use of the lab environment and NLP at the Task Force.

Q: Do you have anything else to add to your statements?

A: Yes. I want to include in your investigation the manner in which (b)(6) terminated me and how she continues today to make malicious, false allegations about me.

Exhibit I

Initials of Person Making Statement

(b)(6)

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Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

Most recently, I finally received my SF 50 from the Dept. of the Army. (b)(6) also submitted this to the Employment Security Department in the State of Washington that has still not granted me unemployment due to (b)(6) allegations of misconduct.

After being given the letter of termination during the trial period on March 12, effective March 24, I chose to resign instead. According to OPM regulations, the resignation predated the termination and therefore was the action that should have appeared on the SF 50. The appropriate code for Box 5c for a resignation during the probationary period was RUM. The legal authority in Box 5.D should have been Reg 715.202 Other.

(b)(6) used the code, RQM, in box 5c and in Box 5d Reg 715.202 CAA. These codes, in the OPM manual, are appropriate for actions proposed under 5 U.S.C. Chapter 75, which DOES NOT apply to employees in the probationary period. This code says I resigned after being advised of removal for misconduct or delinquency AND that I had access to provisions under Chapter 75 above to present my side of the story to a deciding official. This is not accurate or true.

My termination letter states that I am being removed under the legal authority for terminating probationary employees, 5 CFR 316.304. Under this authority, my SF50 should have no comments or findings regarding my resignation as stated below. I received no written notice that my personnel action had been changed or that my resignation had been accepted, as required of the agency.

Farther, in the remarks section, it states that the "employee was advised of the opportunity to file a grievance and chose not to do so." I was not advised of such an opportunity. I researched the administrative grievance regulations for the Army and learned that Probationers do not have the right to grieve termination. I did pursue my right to file an EEO complaint. I have been told by an attorney that with this on my record, my prospects for employment are severely impacted since anyone checking references would have access to it.

In (b)(6) interview during informal counseling of my EEO process, for instance, she denies having knowledge of my religion. I have three written examples of her responding in my journal to my asking if I have to defend my religion to her and (b)(6)

She asserts in the termination letter that she asked for medical documentation, referred me to EAP and that I refused to engage in dialogue about reasonable accommodations. I can counter each assertion with evidence as being untrue. She misrepresented the nature of my behavior and the context while at the Task Force. She states to Employment Security that she terminated me because co-workers "had concerns for their safety." Except for (b)(6) there are no sworn statements to this effect from others.

The pattern of falsification and deception has been a pattern throughout my association with (b)(6) from her credentials through to this recent vindictive approach to my termination.

Exhibit I Initials of Person Making Statement (b)(6) Page 21 of 22

Date: 07 May 2012 Time: 1430 HRS (PDT)

Name: (b)(6)

Grade: N/A

Organization: N/A

(b)(6)

Q: I am directing that you must not share any part of your testimony with anyone else. Do you understand this direction?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 22. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit

I

Initials of Person Making Statement

(b)(6)

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(b)(6)

USA MEDCOM HQ

**Subject:**

FW: Journal Entries

**Attachments:**

TRUTH MODEL (2).pdf

(b)(6)

Exhibit I

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(b)(6)

Exhibit I

424

(b)(6)

Exhibit I

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11/11/11

(b)(6)

Exhibit I

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Self + Peer + Supervisor Assessment

(b)(6)

Exhibit F

(b)(6)



Exhibit I

(b)(6)

Exhibit I

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(b)(6)

Exhibit I

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Statement for (b)(6)

1 April 2012

I worked with (b)(6) from November 7, 2011 until February 29, 2012. Our first real interaction was the first week of my tenure with Trust Enhancement and Sustainment Task Force (TES-TF). During the Covey Speed of Trust workshop, (b)(6) and I were part of a 5-member small group activity. She, like the other members, worked cooperatively on our group task resulting in a trust level comfortable enough that one member was able to express a sensitive personal concern. (b)(6) while chatting with the Covey trainer during a break, sensed the trainer was troubled about something and asked if she could be of help. The trainer shared that (b)(6) (b)(6) listened as the trainer talked through her anxiety. Although I overheard this conversation, (b)(6) was the only person the trainer shared this with. (b)(6) was calm and supportive.

As this week's training was coming to a close, (b)(6) received word that (b)(6) (b)(6) She made a quick trip home (b)(6) (b)(6) returned Wednesday and drove straight from the airport to work.

The second week of my employment the entire staff was required to attend a team building workshop lead by (b)(6) Director and (b)(6) Training Director. Early in the workshop the director and training director asked where (b)(6) was. I understood she had notified the office of her plans prior to leaving (b)(6) It was my sense, from what was said, that there were some ongoing issues involving (b)(6) and they wanted to address these in the group. Once (b)(6) returned, I felt a tension in the air, heard and observed heated comments made to (b)(6) challenging her absence and events over the past months. My overall opinion of this action was that it was a public attack on (b)(6) and no matter what she said during this time they were not pleased with her response. My observations were that (b)(6) remained calm, polite, and spoke in a quiet, firm voice.

I observed other attempts to provoke her during weekly team maintenance and task meetings, as well as during practice training sessions. In one incident, February 28, several staff members were told to be very argumentative and too continually disrupt (b)(6) as she was doing a practice training. Again, (b)(6) exhibited calm, firm behaviors as she tried to resolve the issue and continue her assigned practice training.

One employee repeatedly stated he had an issue with (b)(6) The TES-TF norm was you first addressed issues directly with the other person. In late January, I heard this person indicate he still had issues with (b)(6) and wanted it to be worked out publically. The next TES-TF step was to deal with an issue in a weekly maintenance meeting. Arrangements were made to have a post-maintenance meeting gathering with other staff members present to deal with the conflict issue. Just as this meeting was beginning, the Deputy Director came dashing into the meeting to say there 'was to be no conflict resolution efforts without (b)(6) (b)(6) Director) There were several times after this announcement when the Director was present for meetings and staff training but no time for dealing with this conflict was scheduled.

Exhibit I

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Throughout this time, (b)(6) continued to work with staff members on the large PIT training curriculum. I believe her role was to coordinate the many pieces to this project, working with several staff members developing segments of the curriculum, keeping the flow of information distributed throughout the team and meet the expectations of the Director and Training Director. It was a stressful time for the team members and (b)(6) made herself available to assist in any way requested. She was approachable, helpful, and provided coaching to the two newest employees.

Relying on my twenty plus years of experience in management, program and curriculum development, facilitation, Organizational Leadership and MBTI trainer, consultant and coach, I can say without hesitation that (b)(6) was an exemplary co-worker who worked well with others, was productive and, in every case of provocation was calm, respectful, never raising her voice or showing any inappropriate workplace behavior.

Sincerely,

(b)(6)

Exhibit I

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(b)(6)

To Whom It May Concern:

April 1, 2012

Ref: (b)(6)

On Thursday, June 9, 2012, I conducted staff training on Army ranks and protocol. The training utilized role playing as the primary means and several of the staff had various roles. Whatever staff was available attended. (b)(6) the Task Force Director, was out of town.

On Friday, June 10, 2012, there was a heated discussion between (b)(6) and (b)(6). (b)(6) and (b)(6) I entered the discussion at some point because I had overheard some comments that I wanted to clarify with (b)(6). I ended the dialogue with an offer to help her understand military culture better.

I think it was Monday, June 13, 2012, that (b)(6) returned to the office and called an "All Hands Meeting" for the staff. By that time, the staff had been in a "lab environment" for a month and it became clear to me that both (b)(6) and (b)(6) the Training Director wanted to bring a lot of things out in the open. The meeting began as a team session to solicit everyone's opinions on what was the key issue in the team. Eventually, the team targeted (b)(6) and I do mean "targeted" as the word to describe it. She became the scapegoat for whatever issues were going on in the team. There was a barrage of accusations, questions, and blame. (b)(6) conducted herself as best possible under the circumstance. She was upset and tearful, trying to defend herself and her actions. Nothing she said seemed acceptable to the team in general. I am embarrassed to say that I sat back and did nothing to interfere. I was dealing with my own issues at the time and was under pressure from (b)(6) and (b)(6) to stop "saving" her. Meaning I wasn't supposed to defend her or help her.

It's difficult to describe the working environment. (b)(6) and (b)(6) were constantly pushing us to do "conflict resolution" and to "work out our rubs" with each other. They continued to demand that we work through every issue and resolve it immediately. There was a continuous demand for an emotional investment and a commitment to the team's "ANTE" – whatever that was. It was never fully explained, but we were certainly being evaluated on it. Additionally, in the middle of all of this, (b)(6) and (b)(6) demanded that we identify those within the team that we would and would not want to facilitate with, even though we had been together just a little over one month. On Tuesday night, June 15, 2012, I e-mailed (b)(6) from home to check on her. We met for coffee on the morning of June 20<sup>th</sup> and talked for almost two hours. She disclosed her history of PTSD and explained how the physical work environment was affecting her – the level of noise, the constant demands for emotion, the physicality of her working space, etc. She didn't even have a desk; she had a corner space behind me which caused her back to be exposed to everyone else's. She explained that she had shared it with (b)(6) at the beginning of the month and that (b)(6) refused to adapt the team rules or the environment. That is when I learned why (b)(6) moved away from the table next to my desk to a more secluded cubicle. She had swapped working areas with (b)(6) who was far more sympathetic than (b)(6).

My experience was that (b)(6) was trying to live honestly up to the Trust behaviors and tenets and the team "ANTE". She was willing to endure conflict because of it. Others played it safe and simply played by the rules; whereas (b)(6) seemed to really take them to heart. As a result, she paid an emotional price and seemed to be treated worse than others by (b)(6) and (b)(6). They

Exhibit F

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made it quite clear that they disliked and would not tolerate her "victim-like" behaviors, but ironically, they would not accept it when she stood up and defended herself either.

In retrospect, I now see that we were being evaluated on all of this, on everything including our emotional abilities. We were working in what they called a "fishbowl" and we were their guinea pigs. Again, in retrospect, I can see that the demand to commit to the "ANTE", the constant conflict, and the push for an emotional investment was a form of hazing – those that made it through became the favorites and received the better projects, the easier assignments, the advanced training. Those of us who experienced a difficult time, or dared to question the techniques, were subjected to more and more emotional challenges and demands and were excluded, even ostracized, by the favorites, and shunned by (b)(6) and (b)(6) (b)(6) was one of the few staff not allowed to conduct training at our first site visit to Irwin Community Army Hospital in August 2011 despite her excellent command of the material and her strong training skills. The only reason seemed to be (b)(6) and (b)(6) (b)(6) assessment of her emotional readiness.

Please contact me directly with any questions or need for clarification.

Sincerely,

(b)(6)

Exhibit I

Statement Regarding (b)(6)

I have never had any indication (b)(6) was a threat to the work place. I have been a co-worker and friend to (b)(6) since we were hired together in May 2011. When I heard about the allegation against (b)(6) I first thought it had to be a joke. It was so incongruent with everything I know about her that I did not think it possible anyone could think she might be dangerous. I jokingly asked (b)(6) if she even had a weapon or knew how to use one and she said "NO!" and I had to laugh.

I talked with (b)(6) most days after 25 January when we were in the office. I did not see any behavior that could be construed as dangerous or strange and got no indication from anyone else that there was fear in the office. She did not act out after this allegation and appeared to be convinced she would be vindicated.

(b)(6)

16 MAR 2012

(b)(6)

Exhibit I

Attachment 3



DEPARTMENT OF THE ARMY  
OFFICE OF THE SURGEON GENERAL  
5109 LEESBURG PIKE  
FALLS CHURCH, VA 22041-3258

REPLY TO  
ATTENTION OF

(b)(6)

Exhibit I

36

3

(b)(6)

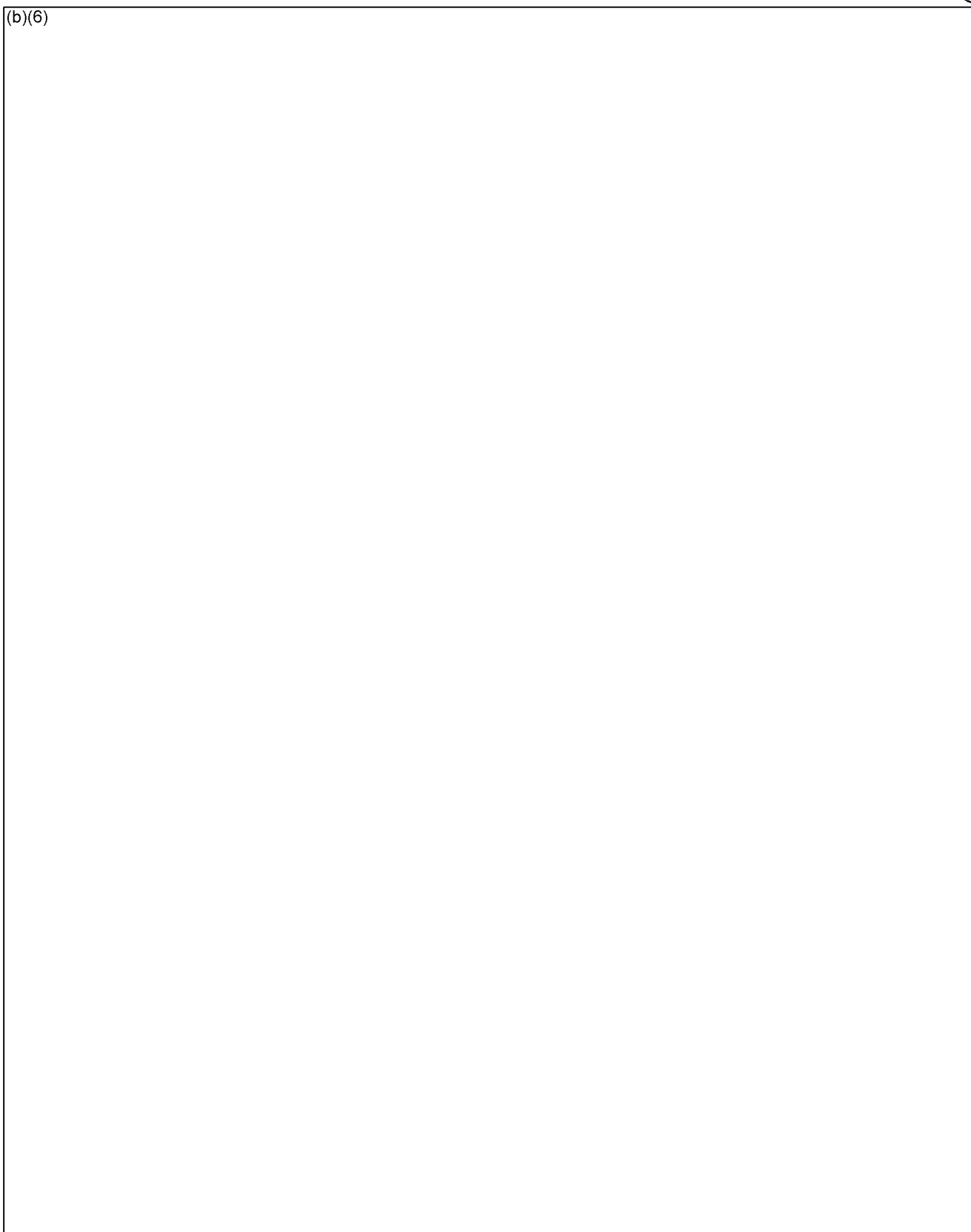


Exhibit I

37

(3)

(b)(6)

Exhibit I 38

6/8/12

3 Jan (b)(6)

Attachment 5

On January 3, 2012, I was out sick and asked (b)(6) to text me the team assignments to be announced that day. The text she sent that day was the following: "First you were on no list. Now you are going to Hawaii and I am going to Texas." Since I had often been left off of team assignments, I was very irritated about being forgotten." The next day I asked for an office call with (b)(6). At lunch she asked me if it was important as she was busy. I said yes because I need to talk to her before she leaves. She then asked what it was about and I told her. She rolled her eyes but said she would do it now.

In her office I told her that I had two concerns: first that (b)(6) was made the team lead for Hawaii and also that she had forgotten me again. I told her I am a GS12 and (b)(6) is a GS 11. Her first reaction was how do you know you weren't on a team? I said I had received an email from (b)(6). She got angry and said get her in here right now so we can talk about the gossip. I said why—it wasn't gossip. It was a simple text and that it was sharing something that happened openly in the group. I went on to explain, I have no problem with (b)(6) but since I am paid more and it's in my job description, I felt ready to lead the team now. Her response was she knows I can lead but this is developmental for (b)(6). I expressed my concern that it would be held against me at my annual appraisal and she said it would not. I asked her how she could "forget" a member of the team. I was quite calm and she started to raise her voice for a second time and said she thought our trust issues were resolved and that she simply forgot. I said twice in a calm voice, I am doing exactly what you asked and I am here to discuss it and understand your intent. She calmed down and we had a reasonable discussion. She mentioned to the group later that day that I had come to her and that she had reacted poorly but that we worked it out.

This whole incident had absolutely nothing to do with (b)(6). I have only trained for a total of 2 classes and a two day partnering session in 10 months. I am continually left off teams with no apparent reason. This is a pattern I needed to discuss with her and the incident on 3 January was the final straw. Gossip as defined by our office is speaking about someone else and saying something you would not say to their face. Repeating what happened in an open forum for an individual out sick does not fit the definition. It is my feeling if it had been anyone other than (b)(6) this would not have been a big deal.

(b)(6)

(b)(6)

24 March 2012

Exhibit I

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(b)(6)



6/9/12

(b)(6)

Attachment 6

On the two days that we had Spectrum training and I believe it was 5 January 2012, the second day, there was a conversation about PTSD. (b)(6) asked a question regarding whether some of this information fits for an individual with problems like PTSD. (b)(6) responded and I do not remember all of what she said. What I do remember because it seemed so over the top was that she is triggered by victims and because of her belief system she did not believe she would ever have that type of reaction. This generated comments from (b)(6) who explained that sometimes you are not even aware you need help and explained his experience upon return from Iraq. I stated that everyone is made up differently and their responses to trauma are also different; that we shouldn't judge what is considered acceptable behavior. (b)(6) said "we" aren't saying you should judge just that people have choices about their behavior and what they do with trauma. I don't recall (b)(6) comments other than her original question—for that reason I do not feel she made any combative or disrespectful comments since those are normally ones that stick in my mind. In the hall immediately after that session, (b)(6) said to me something like, "I am pissed, can you believe those attitudes about PTSD?" and then walked in the bathroom clearly upset.

(b)(6)

(b)(6)

14 Apr 2012

Exhibit I

46

(b)(6)

6/8/12

(b)(6)

Attachment 7

On January 11, 2012 our group had a team maintenance meeting. (b)(6) indicated she was upset because this was the (b)(6) I don't know how it got started but I think (b)(6) said something about his integrity being questioned by (b)(6) when she became upset with him for leaving without telling anyone where he was going. Then (b)(6) jumped in and got upset because (b)(6) questioned (b)(6). Then (b)(6) said something to (b)(6) about not doing his part on the ongoing assignment. There were raised voices all around—I honestly did not see that there was any one person at fault. I did not think it was professional behavior from any of my teammates.

(b)(6)

19 MAR 12

(b)(6)

Exhibit I

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(b)(6)

6/9/12

(b)(6)

Attachment 8

(b)(6)

(b)(6)

Background on January 11 incident

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**Re: Pre-work (UNCLASSIFIED)**

From : (b)(6) USA MEDCOM WRMC (b)(6)

Wed, Jan 11, 2012 07:10 PM

Subject : Re: Pre-work (UNCLASSIFIED)

To : (b)(6) US USA (b)(6)

And some call a panda a bear

----- Original Message -----

From: (b)(6) US USA

Sent: Wednesday, January 11, 2012 01:10 PM

To: (b)(6) USA MEDCOM WRMC

Subject: RE: Pre-work (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

Some people call a bear a panda.

-----Original Message-----

From: (b)(6) USA MEDCOM WRMC

Sent: Wednesday, January 11, 2012 11:06 AM

To: (b)(6) US USA

Subject: Re: Pre-work (UNCLASSIFIED)

Sounds like we have good fodder for our internal process review. It is challenging as a leader when we have expectation about the way we think things should go, believe we have communicated them, and then people behave differently than expected.

----- Original Message -----

From: (b)(6) US USA

Sent: Wednesday, January 11, 2012 12:58 PM

To: (b)(6) USA MEDCOM WRMC

Subject: FW: Pre-work (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

Here is the background for the issue, which really is a performance issue on the PIT team.

When (b)(6) left last week, he promised me an e-mail that would look like the one we would send to Partners. He had (b)(6) sitting there on Friday as he told me this. I said great. Are you sure I said? Yes.

On Monday, I came in late (b)(6). As I came in the door, (b)(6) and (b)(6) waved across the parking lot as they got into a car. I came in and found nothing on the pre-work e-mail and no word from (b)(6) (b)(6) and I scurried around. (b)(6) shared an email from (b)(6) to (b)(6) with the hand off instructions. (b)(6) told me (b)(6) and (b)(6) were out for coffee. (she thought, turned out to be wrong)

I was irritated that I had no email as expected from (b)(6) and no other indication of how we would meet a Monday suspense. My information was that (b)(6) was out for coffee.

(b)(6) and I took charge of stuff, including getting (b)(6) to upload documents to the AKO site and so on. The survey language had not been reviewed as you saw last evening.

(b)(6) was offended because I sent off a vibe (his interpretation) that I was pissed when he came to see me (probably 10:30). He said I should have called him. Why should he have to tell anyone where he was going in a high trust organization?

I said, yes, I am irritated. I am probably projected irritation with (b)(6) handoff and I own that. I also said (b)(6) handed off lead responsibilities and (b)(6) said "I don't know anything. I'm just doing these tasks." I would have expected some communication

(b)(6)

Exhibit I

42 84

I did it

6/9/12

(b)(6)

from him if he was going all the way to Federal Way. I said I was done and we were going to get the thing out. I emailed (b)(6) what is below and had a professional, courteous accountability conversation with him later in the day. I had no intention of bringing it to you.

(b)(6) also went on to say, is it a team norm to say where we are going? That isn't necessary in a high trust org." I said I would bring it to the maintenance meeting.

I feel like (b)(6) team dropped the ball and (b)(6) and I picked it up. (b)(6) didn't seem to understand the suspense date or the context for what he had to do. I said fine, I get it and moved on.

He brought up his hurt feelings in the maintenance meeting and then said when the team wanted us to work it outside the meeting "I don't want to talk to her."

I did not have a personal issue with him, other than he didn't rise to the occasion and then when called on it reacted. I felt he assigned intent, expressed wounding and then refused to "talk to her."

It's his stuff, too. (b)(6) said, everyone will tell us where they are. Done.

I got hooked. I'm resentful of disciplining myself to produce, staying here until 6:30 last night for instance. I knew I had this issue last week and I know it's mine: an orange spending too much time in the gold. At the same time, I think (b)(6) should stand down and accept my pointed feedback that he was disappointing in his picking up the work (b)(6) left behind.

Too many words. I never would have told you all of this had I not let (b)(6) hook me. I have my part in it for sure. I handled everything up to this point according to our models, including being honest and appropriate with (b)(6). Today, no, I was vulnerable and got hooked.

That's it.

(b)(6)

-----Original Message-----

From: (b)(6) US USA  
Sent: Monday, January 09, 2012 10:44 AM  
To: (b)(6) USA MEDCOM WRMC  
Subject: Pre-work (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

Hi (b)(6)

We are running around, trying to pull the pieces of the pre-work together.

I am confused as to why you didn't cc me on your e-mail with instructions to (b)(6) or why you didn't include (b)(6) who was handling stuff with (b)(6) and the letter?

We are sorting it all out, but I am curious why your hand off was done this way. I also did not know we were waiting on edits from (b)(6) and so on.

We will manage and I understand why it was hard to pull together. My main question is why I didn't get an e-mail from you Friday?

(b)(6)

Organizational Development Specialist  
Trust Enhancement & Sustainment Task Force  
OTSG MEDCOM  
(b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

Exhibit I

4/3

1/3/12/12

6/5/12

(b)(6)

attachment 9

(b)(6)

(b)(6)

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**Re: liberal leave request (UNCLASSIFIED)****From :** (b)(6) USA MEDCOM WRMC (b)(6)

Tue, Jan 17, 2012 02:19 PM

**Subject :** Re: liberal leave request (UNCLASSIFIED)**To :** (b)(6) US USA (b)(6)

No need to worry only the one issue no others. I am hopeful it is manageable.

----- Original Message -----

From: (b)(6) US USA

Sent: Tuesday, January 17, 2012 08:19 AM

To: (b)(6) USA MEDCOM WRMC

Subject: RE: liberal leave request (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

Ok, thanks. As you might imagine, I want to be sure I am doing the right thing from your point of view.... Kids don't have school in Olympia.

-----Original Message-----

From: (b)(6) USA MEDCOM WRMC

Sent: Tuesday, January 17, 2012 6:12 AM

To: (b)(6) US USA

Cc: (b)(6) USA MEDCOM WRMC; (b)(6) USA MEDCOM WRMC

Subject: Re: liberal leave request (UNCLASSIFIED)

Ok be careful. Just put in a leave slip when you next go in. My guess is if we get this big snow tomorrow no one will go in. Wait n see :-)

----- Original Message -----

From: (b)(6) US USA

Sent: Tuesday, January 17, 2012 08:11 AM

To: (b)(6) USA MEDCOM WRMC

Cc: (b)(6) USA MEDCOM WRMC; (b)(6) USA MEDCOM WRMC

Subject: liberal leave request (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

I will plan to get to work at 9:30 unless conditions do not improve.

Our street is not plowed and we have trees down in our yard and one big branch fell on the house next door!

(b)(6)

(b)(6)

Organizational Development Specialist

Trust Enhancement &amp; Sustainment Task Force

QTSB MEDCOM

(b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

Exhibit I

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EXHIBIT I

6/9/12

(b)(6)

attachment 10

(b)(6)

(b)(6)

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**FW: clarification (UNCLASSIFIED)****From :** (b)(6) US USA (b)(6)

Wed, Feb 22, 2012 03:35 AM

**Subject :** FW: clarification (UNCLASSIFIED)**To :** (b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

-----Original Message-----

**From:** (b)(6) USA MEDCOM WRMC**Sent:** Friday, January 27, 2012 11:56 AM**To:** (b)(6) US USA**Subject:** RE: clarification (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

January 27, 2012  
 (b)(6) cooperating with  
 (b)(6) even after  
 allegations on Jan. 25.

Yes please we have to get it off to (b)(6) today so if you can edit and if you think add insight that would be great, could you have it ready by 2:00?

(b)(6)

Management Analyst

Trust Enhancement &amp; Sustainment Task Force

OTSG, MEDCOM

Office: (b)(6)

BE (b)(6)

Fax: (b)(6)

Army Medicine; Bringing Value...Inspiring Trust

This document may contain information covered under the Privacy Act, 5 USC 552(a), or the Health Insurance Portability and Accountability Act (PL 104-191) and must be protected in accordance with those provisions.

-----Original Message-----

**From:** (b)(6) US USA**Sent:** Friday, January 27, 2012 11:54 AM**To:** (b)(6) USA MEDCOM WRMC**Subject:** RE: clarification (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

No, it's fine this afternoon. I was going to be filming and I am not needed now.

Should I follow (b)(6) direction on timelines and such?

I can't do much but edit if it's due at noon or three today.

(b)(6)

-----Original Message-----

**From:** (b)(6) USA MEDCOM WRMC**Sent:** Friday, January 27, 2012 11:54 AM**To:** (b)(6) US USA**Subject:** RE: clarification (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

Exhibit I

45

I think

6/9/12

(b)(6)

10

If you would be so kind we are in need of your writing expertise. Do you have other things on your plate that would suffer?

(b)(6)

Management Analyst  
Trust Enhancement & Sustainment Task Force  
OTSG, MEDCOM  
Office: (b)(6)  
BB: (b)(6)  
Fax: (b)(6)

Army Medicine; Bringing Value...Inspiring Trust

This document may contain information covered under the Privacy Act, 5 USC 552(a), or the Health Insurance Portability and Accountability Act (PL 104-191) and must be protected in accordance with those provisions.

-----Original Message-----

From: (b)(6) US USA  
Sent: Friday, January 27, 2012 10:50 AM  
To: (b)(6) USA MEDCOM WRMC  
Subject: clarification (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

Hi (b)(6)

As my acting supervisor, and the Chief MA, I'm just checking in.

(b)(6) asked me to look at the Darnell Command Brief and the CTA survey results.

Do you want me to take on this task?

Just looking for direction from a supervisor; happy to help.

(b)(6)

(b)(6)

Organizational Development Specialist  
Trust Enhancement & Sustainment Task Force  
OTSG MEDCOM  
(b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

2/2

Exhibit I

4/6

I did not

6/9/12

(b)(6)

(b)(6)

Attachment 11  
(b)(6)

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**RE: Review of the PIT project (UNCLASSIFIED)****From :** (b)(6) USA MEDCOM WRMC (b)(6)

Sat, Jan 28, 2012 04:45 PM

**Subject :** RE: Review of the PIT project (UNCLASSIFIED)**To :** (b)(6) US USA (b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

See responses in CAPS below (CAPS are to distinguish your statements from my responses only--not yelling)

(b)(6)

Director

Trust Enhancement &amp; Sustainment Task Force

(b)(6)

BB: (b)(6)

Namaste

-----Original Message-----

From: (b)(6) US USA

Sent: Friday, January 27, 2012 10:21 AM

To: (b)(6) USA MEDCOM WRMC

Subject: Review of the PIT project (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

Hi (b)(6)

I hope things are going well on site at Ft. Drum. I hope no news is good news.

I am curious about your intentions for taking a look at what went well and what didn't work so well in the PIT project. TYPICALLY WE ALWAYS LOOK FOR LESSONS LEARNED, WHAT WENT WELL AND WHAT DIDN'T. THIS IS NOTHING NEW OR DIFFERENT. SO MY INTENTION IS FEEDBACK FOR ALL INVOLVED TO USE AS IMPROVEMENT--JUST LIKE WE DO WITH MOST PROJECTS. I was surprised to hear in the Task meeting yesterday that (b)(6) and (b)(6) are putting a survey together. NOT SURE WHY YOU WOULD BE SURPRISED, I TOLD YOU AND THE SUB-LEADS THAT WE WOULD BE DOING THIS AT OUR LAST MEETING. Do you have some intention behind my not being consulted or included on the design of that survey? SINCE I TOLD YOU AT THE MEETING, AND YOU AGREED AND SAID YOU HAD INPUT, I CONSIDERED YOU CONSULTED. TO MY KNOWLEDGE NO ONE HAS EXCLUDED YOU SO BY DEFAULT, YOU ARE INCLUDED. I TASKED THEM TO PUT IT TOGETHER BECAUSE IT IS THEIR JOB TO DESIGN, COLLECT, AND ANALYZE DATA. AS THE TEAM LEAD, IF YOU HAVE INPUT, WANT TO ACTIVELY BE A PART OF THE PROCESS, ETC. I WOULD EXPECT THAT YOU DO THAT. My intention is to have you clarify my roles and responsibilities in this closing stage of the project. I HAVE DONE THAT--YOU ARE THE LEAD.

I did recommend in an email on Wed. Jan. 11 to you that we do a 360 degree review of the PIT project. YEP AND SO, I ASKED THE PEOPLE IN THE ORGANIZATION TO HELP DESIGN THAT--A SUPPORTIVE TASKING I THOUGHT. You said something at the All Hands meeting on Jan. 13 that we would do something like that after coming back from Ft. Drum. THAT IS MY INTENT. ACTUALLY I WOULD HAVE LIKED FOR THE WRITTEN PORTION TO BE CONCLUDED BY MY RETURN SO THAT WE COULD DISCUSS ON FRIDAY. FORWARD THINKING LEADERS WOULD HAVE EITHER ASKED IF I HAD A SUSPENSE IN MIND OR JUST HAD IT READY FOR ME. You and I never discussed it to clarify my intention or your intentions or task assignments. NO, I STATED I WANTED IT DONE, YOU NEVER CAME TO ME TO ASK FOR GUIDANCE SO I NATURALLY ASSUMED THAT YOU HAD IT UNDER CONTROL. MY EXPERIENCE OF YOU IS IF YOU ARE CONFUSED, YOU USUALLY ASK.

While you did take me off the team to present the training, you did say in the same Jan. 13 meeting that I would continue in the lead role. YEP My understanding of our working relationship was that I would be included in all aspects of the project and you committed that while others could come to you directly on issues, you would make every effort to keep me in the loop. YOU WERE AT THE MEETING, YOU AGREED WITH IT AND EVEN SUGGESTED THE 360--THAT'S IN THE LOOP.

I am confused about the next steps for after action review and my role in designing it, coordinating it and convening it. AS THE

(b)(6)

Exhibit I

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2-1-11-12



6/9/12

(b)(6)

(11)

LEAD, I WOULD HAVE EXPECTED THAT YOU WOULD HAVE ALREADY HAD THE AAR COMPLETED FOR EVERYTHING UP TO AND INCLUDING THE ACTUAL PRESENTATION. I WOULD HAVE THOUGHT THAT YOU WOULD HAVE TASKED ONE OF THE PRESENTERS AS THE LEAD FOR THAT PORTION OF THE AAR TO INCLUDE FORMAT, CONTENT, ETC. WHAT EVER YOU THOUGHT THAT I AS THE DIRECTOR WOULD WANT TO KNOW AND WHAT WOULD PROVIDE THE MOST USEFUL LESSONS LEARNED. BY THESE COMMENTS FROM YOU AM I TO TAKE IT THAT NOTHING HAS BEEN DONE ALONG THESE LINES? and suspense My desire is that some of my ideas and experience in coordinating the project are brought to bear in assessing possible lessons learned from the experience. YEP THEY SHOULD BE AS SHOULD EVERYONE ELSE'S INCLUDING MY INTERPRETATION OF HOW THINGS HAVE GONE AND THE QUALITY OF THE WORKING RELATIONSHIPS AND PRODUCTS.

Please let me know your thoughts and how we might clarify my role at this point. I AM CONFUSED BY THE CONTINUAL NEED FOR CLARIFICATION. A LEAD IS A LEAD. WE HAVE HAD THIS DISCUSSION BEFORE. LET ME KNOW IF YOU ARE IN OVER YOUR HEAD. || \*

Thanks very much,

(b)(6)

(b)(6)

Organizational Development Specialist  
Trust Enhancement & Sustainment Task Force  
OTSG MEDCOM

(b)(6)

Classification: UNCLASSIFIED  
Caveats: NONE

Classification: UNCLASSIFIED  
Caveats: NONE

(b)(6)

Exhibit I

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# Workplace Bullying and Disruptive Behavior: What Everyone Needs to Know

April 2011  
Report # 87-2-2011

## WHAT IS WORKPLACE BULLYING AND WHO IS AFFECTED?

**Workplace bullying** refers to *repeated*, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees), which are intended to intimidate, degrade, humiliate, or undermine; or which create a risk to the health or safety of the employee(s).

**Workplace bullying** often involves an abuse or misuse of power. Bullying behavior creates feelings of defenselessness and injustice in the target and undermines an individual's right to dignity at work.

Bullying is different from aggression. Whereas aggression may involve a single act, bullying involves repeated attacks against the target, creating an *on-going pattern* of behavior. "Tough" or "demanding" bosses are not necessarily bullies as long as they are respectful and fair and their primary motivation is to obtain the best performance by setting high yet reasonable expectations for working safely.



Some bullying situations involve employees bullying their peers, rather than a supervisor bullying an employee. The term mobbing refers to a group of coworkers targeting another worker. Supervisors should intervene immediately to address and stop mobbing behaviors.

In a prevalence study of U.S. workers, 41.4% of respondents reported experiencing psychological aggression at work in the past year representing 47 million U.S. workers (Schat, Frone & Kelloway, 2006). The research found that 13%, or nearly 15 million workers, reported experiencing psychological aggression on a weekly basis.

### Examples of bullying:

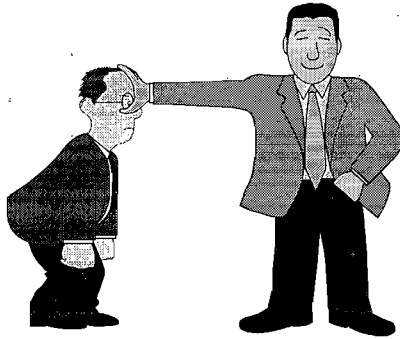
- Unwarranted or invalid criticism
- Blame without factual justification
- Being treated differently than the rest of your work group
- Being sworn at
- Exclusion or social isolation
- Being shouted at or being humiliated
- Excessive monitoring or micro-managing
- Being given work unrealistic deadlines

## WHAT IS CORPORATE/INSTITUTIONAL BULLYING?

**Corporate/institutional bullying** occurs when bullying is entrenched in an organization and becomes accepted as part of the workplace culture.

**Corporate/institutional bullying** can manifest itself in different ways:

- Placing unreasonable expectations on employees, where failure to meet those expectations means making life unpleasant (or dismissing) anyone who objects;
- Dismissing employees suffering from stress as "weak" while completely ignoring or denying potential work-related causes of the stress; and/or
- Encouraging employees to fabricate complaints about colleagues with promises of promotion or threats of discipline.



Signs of corporate and institutional bullying include:

- Failure to meet organizational goals;
- Increased frequencies of grievances, resignations, and requests for transfers;
- Increased absence due to sickness; and
- Increased disciplinary actions.

If you are aware of bullying in the workplace and do not take action, then you are accepting a share of the responsibility for any future abuses. This means that witnesses of bullying behavior should be encouraged to report any such incidences. Individuals are less likely to engage in antisocial behavior when it is understood that the organization does not tolerate such behavior and that the perpetrator is likely to be punished.

#### **Factors that Increase the Risk for Bullying Behavior:**

- Significant organizational change (i.e., major internal restructuring, technological change);
- Worker characteristics (e.g., age, gender, parental status, apprentice or trainee);

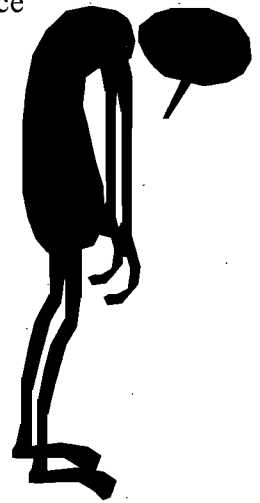
- Workplace relationships (e.g., inadequate information flow between organizational levels, lack of employee participation in decisions; and

- Work systems (e.g., lack of policies about behavior, high rate and intensity of work, staff shortages, interpersonal conflict, organizational constraints, role ambiguity, and role conflict).

#### **HOW BULLYING AFFECTS PEOPLE:**

Victims of bullying experience significant physical and mental health problems:

- High stress; post-traumatic stress disorder (PTSD)
- Financial problems due to absence
- Reduced self-esteem
- Musculoskeletal problems
- Phobias
- Sleep and digestive disturbances
- Increased depression/self-blame
- Family tension and stress



#### **HOW BULLYING AFFECTS ORGANIZATIONS:**

Each of the individual consequences listed above can be very costly for the organization. Costs of bullying generally fall into three categories:

1. Replacing staff members that leave as a result of being bullied, cost of training new employees.
2. Work effort being displaced as staff cope with bullying incidents (i.e., effort being directed away from work productivity and towards coping)
3. Costs associated with investigations of ill treatment and potential legal action.

Bullies do not run good organizations; staff turnover and sick leave will be high while morale and productivity will be low. Stress, depression and physical health problems result in time away from work that is costly in terms of workers' compensation and lost productivity.

The health problems experienced by victims of bullying result in a sense of helplessness and negative emotional states. Low self-esteem and a negative organizational climate suppress creativity and hamper employees' abilities to respond to difficult situations or challenging goals.



The breakdown of trust in a bullying environment may mean that employees will fail to contribute their best work, do not give extra ideas for improvement, do not provide feedback on failures and may be less honest about performance.

## **BULLYING IS DIFFERENT FROM HARASSMENT**

Harassment is one type of illegal discrimination and is defined as offensive and unwelcome conduct, serious enough to adversely affect the terms and conditions of a person's employment, which occurs because of the person's protected class, and can be imputed to the employer. Protected classes in employment are race/color, creed (religion), national origin, sex, marital status, disability, HIV/AIDS or Hepatitis C status, sexual orientation/gender identity, and honorably discharged veteran and military status. An example of harassment could be when an employee tells racist jokes and refers to a particular co-worker or group of co-workers by using racial slurs, and after a complaint, the employer does nothing to stop the behavior.

Another example of harassment could be a male manager who makes unwelcome sexual suggestions to a female employee and touches her inappropriately.

Bullying also differs from retaliation, which occurs after a person makes a complaint of illegal discrimination, and is then the subject of an adverse employment action or subjected to harassment because he or she made the complaint.

If you believe that you are being harassed or retaliated against for making a discrimination complaint, you should immediately contact the Washington State Human Rights Commission (1-800-233-3247, <http://www.hum.wa.gov>).

**Bullying**, on the other hand, is often directed at someone a bully feels threatened by. The target often doesn't even realize when they are being bullied because the behavior is covert, through trivial criticisms and isolating actions that occur behind closed doors. While harassment is illegal, bullying in the workplace is not.

## **WHAT CAN BE DONE ABOUT BULLYING?**

Bullying in general is NOT illegal in the U.S. unless it involves harassment based on race/color, creed (religion), national origin, sex, age (40+), disability, HIV/AIDS or Hepatitis C status and, in Washington State, on marital status, sexual orientation/gender identity, honorably discharged veteran and military status or retaliation for filing a whistleblower complaint with the Washington State Auditor (RCW 49.60).

**However, here is what you can do about bullying:**

### **Employees:**

Regain control by:

- Recognizing that you are being bullied;
- Realizing that you are NOT the source of the problem; and

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- Recognizing that bullying is about control, and therefore has nothing to do with your performance.

#### Take action by:

- Keeping a diary detailing the nature of the bullying (e.g., dates, times, places, what was said or done and who was present); and
- Obtaining copies of harassing / bullying paper trails; hold onto copies of documents that contradict the bully's accusations against you (e.g., time sheets, audit reports, etc.).

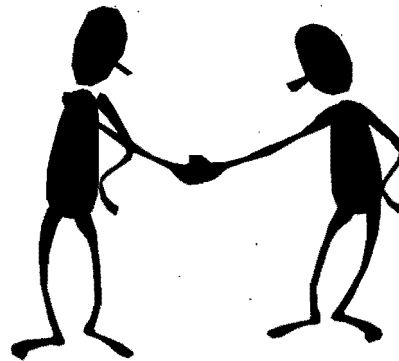
#### Other actions:

- Expect the bully to deny and perhaps misconstrue your accusations; have a witness with you during any meetings with the bully; report the behavior to an appropriate person.
- Contact the Washington State Employee Assistance Program, (<http://www.dop.wa.gov/Employees/EmployeeAssistanceProgram/>) for guidance on dealing with the issue.

#### Employers:

- Create a zero tolerance anti-bullying policy. This policy should be part of the wider commitment to a safe and healthful working environment and should have the full support of top management;
- When witnessed or reported, the bullying behavior should be addressed IMMEDIATELY;
- If bullying is entrenched in the organization, complaints need to be taken seriously and investigated promptly. Reassignment of the bully may be necessary;
- Structure the work environment to incorporate a sense of autonomy, individual challenge/mastery, and clarity of task expectations for employees – Include employees in decision-making processes;

- Hold awareness campaigns for EVERYONE on what bullying is. Encourage reporting;
- Ensure management has an active part in the staff they supervise, rather than being far removed from them;
- Encourage open door policies;
- Investigate the extent and nature of the problem. Conduct employee attitude surveys;
- Improve management's ability and sensitivity towards dealing with and responding to conflicts; and
- Establish an independent contact for employees (e.g., Human Resources contact).



See the  
example  
**Workplace  
Bullying Policy**  
at the end of  
this document.

#### DISRUPTIVE BEHAVIOR IN HEALTHCARE:

Disruptive behavior is described as interactions among physicians, nurses, hospital staff, administrators, patients, guests, vendors that interfere with patient care. Healthcare employees such as nurses and doctors behave professionally as the norm. However, there are benefits to acknowledging and addressing unprofessional behavior when it occurs;

- 1) The organization can identify, quantify, and monitor the impact of disruptive behavior;
- 2) The behavior can be addressed and resolved.

Some examples of disruptive behaviors are:

- Profane or disrespectful language;
- Sexual comments, racial, ethnic, or socioeconomic slurs;
- Inappropriate touching or assault, angry outbursts or yelling, name calling;
- Throwing charts or instruments;
- Disrupting meetings;
- Comments that undermine a patient's trust and confidence;
- Refusal to complete a task or carry out duties;
- Intentional failure to follow organizational policies; and
- Retaliation against any person who has reported disruptive behavior.

The costs of disruptive behavior are significant:

- Tends to cause distress among other staff;
- Undermines productivity;
- Leads to low morale and high staff turnover;
- Results in ineffective, substandard patient care;
- Poor adherence to practice guidelines;
- Medical errors and adverse outcomes;
- Loss of patients; and
- Malpractice suits.

### WHAT CAN BE DONE ABOUT DISRUPTIVE BEHAVIOR?

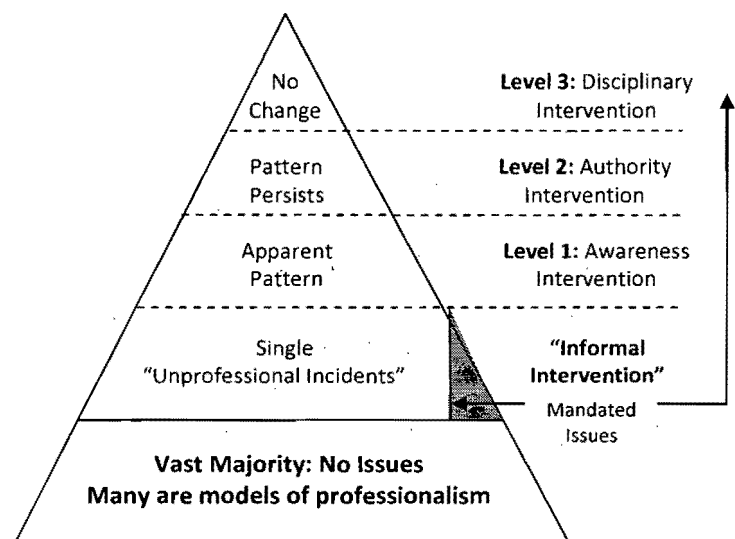
Organizations can intervene to build a collaborative safety culture by directing attention to safety and creating contexts where people can speak up and problem solve together.

- Create a Code of Conduct that defines professional behaviors and unacceptable behaviors and includes policies and procedures for response;

- Employees sign a statement of commitment to abide by the Code of Conduct;
- Encourage reporting - conduct regular surveys and focus groups;
- Follow-up -- analyze and respond to data;
- Provide training for leaders, managers and all hospital staff on how to respond; and
- Form an interdisciplinary committee to oversee and modify the Code of Conduct as needed; and
- Define a framework for understanding and addressing disruptive behavior.

The framework below was developed by Dr. Gerald Hickson and colleagues at the Vanderbilt University School of Medicine and represents a graduated level, peer involved intervention. This intervention has strong potential for changing the safety culture because many individuals in the organization are actively involved in carrying out the intervention. The approach to intervening at each level should be supportive rather than punitive.

### DISRUPTIVE BEHAVIOR PYRAMID:



Hickson, G.B., Pichert, J.W., Webb, L.E., & Gabbe, S.G. (2007). A complementary approach to promoting professionalism: Identifying, measuring, and addressing unprofessional behaviors. *Academic Medicine*, 82, 1040-1048.

## Description of Intervention Levels:

There is specific training in place for each level.

**Informal Intervention** Is "a cup of coffee conversation" for single "unprofessional" incidents. A peer or supervisor selects a private setting for a brief review of the event with the disruptive person, pauses for a response, listens and invites the perspective of the person who behaved unprofessionally. The person may be defensive, minimizing or rationalizing. The response to this is, "Despite the situation, there are professional and unprofessional ways to respond and we expect a professional response." Conclude with discussing options for professional responses.

### Level 1: Awareness Intervention

Takes place after an apparent pattern develops and is identified by the surveillance system or reporting, when there is a threat to quality and safety. An authority figure or peer shares a compilation of patient complaint data or report data from staff in a supportive manner. Most individuals respond professionally and adjust behavior, reducing patient and staff complaints.

### Level 2: Authority Intervention

When the pattern persists and the person is unable or unwilling to respond to the awareness intervention and change their behavior, the authority intervention is implemented. At this level, leaders develop an improvement and evaluation plan with accountability built in. Leaders specify what behaviors need to improve, what support or services are needed, a timeline, and what the outcome will be if the improvement and evaluation plan is not successful. This intervention should be supportive rather than punitive. Most individuals want to improve but may be hindered by work or family stress, substance abuse problems, or mental health issues.

### Level 3: Disciplinary Intervention

A lack of response to the authority intervention leads to the disciplinary intervention which

includes restriction or termination of privileges, reporting to government entities and other actions related to the Code of Conduct policies and procedures as do all levels of the Disruptive Behavior Pyramid Intervention framework. Surveillance systems are required to provide information and data related to the disruptive behavior. For further details about these interventions and the pyramid framework, see: <http://www.studergroup.com/home/index.dot>

## Provide Support Services:

Healthcare organizations can provide support services to the individual including use of an Employee Assistance Program or Wellness Program, a medical evaluation and treatment planning, and group classes on professional behavior. The organization can also provide service recovery for staff, patients and others who have experienced or witnessed disruptive behavior in the workplace.

## BENEFITS OF ADDRESSING DISRUPTIVE BEHAVIOR:

- Improved staff satisfaction and retention;
- Enhanced reputation for the organization;
- Creates a culture of professionals;
- Important role models for all others;
- Improves patient safety and quality of care;
- Greater staff willingness to speak up on patient care problems;
- Reduced liability exposure & risk management; and
- A more civil, productive, and desirable workplace.

## CONCLUSION:

Successful healthcare organizations promote professionalism, address disruptive behaviors quickly, and adopt a framework for understanding and approaches for taking action. They also develop strong policies that clearly define issues and provide guidelines for action to

address disruptive behaviors among healthcare providers and employees. Success is measured by achieving high levels of patient safety and quality of care.

## RESOURCES & CONTACTS:

The Washington State Employee Assistance Program (<http://www.dop.wa.gov/Employees/EmployeeAssistanceProgram/>) has representatives that are available to help state workers with personal or work-related problems that may be impacting your work performance. EAP services are only available to state employees and are confidential, voluntary, free of charge, and accessible. EAP representatives can be reached at these offices:  
Olympia (360) 753-3260  
Seattle (206) 281-6315  
Spokane (509) 482-3686

The Australian government has put together a publication on "Advice to Supervisors on Bullying in the Workplace" that includes useful resources for employers, including a checklist to assess whether you have a bully-free workplace. Use this checklist to see whether you are being bullied or have a bullying workplace:  
<http://www.defence.gov.au/equity/issues/AdviceonBullying.doc>

The following websites/organizations have put together valuable information that includes definitions and facts about bullying and disruptive behavior in the workplace:

- Bullying in the Workplace  
[http://www.docep.wa.gov.au/WorkSafe/PDF/Guidance\\_notes/Dealing\\_with%20bullying\\_english.pdf](http://www.docep.wa.gov.au/WorkSafe/PDF/Guidance_notes/Dealing_with%20bullying_english.pdf)  
<http://www.ccoosh.ca/oshanswers/psychosocial/bullying.html>
- European Agency for Safety and Health at Work Facts: Bullying at Work  
[http://agency.osha.eu.int/publications/factsheets/23/factsheetsn23\\_en.pdf](http://agency.osha.eu.int/publications/factsheets/23/factsheetsn23_en.pdf)

- The Commission of Occupational Safety and Health  
[http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide\\_bullying\\_emplo.pdf](http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide_bullying_emplo.pdf)
- Joint Commission on the Accreditation of Health Care Organizations. (2009). Behaviors that undermine a culture of safety. 40, 1-4. [http://jointcommission.org/SentinelEvents/SentinelEventAlert/sea\\_40.htm](http://jointcommission.org/SentinelEvents/SentinelEventAlert/sea_40.htm)
- The Studer Group and the Center for Patient and Professional Advocacy at Vanderbilt University. Workshops on Disruptive Behaviors in Healthcare.  
<http://www.studergroup.com/DB>
- Workplace Bullying and Trauma Institute, Bellingham, Washington  
<http://www.bullyinginstitute.org/>
- Guide for Employers on Workplace Bullying  
[http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide\\_bullying\\_emplo.pdf](http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide_bullying_emplo.pdf)
- Guide for Employees on Workplace Bullying  
[http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide\\_bullying\\_employ.pdf](http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide_bullying_employ.pdf)

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### ***SHARP – Research for Safe Work***

This document was produced by the Safety & Health Assessment and Research for Prevention (SHARP) Program – A research program within the Washington State Department of Labor & Industries. SHARP's researchers and scientists partner with business and labor to identify industry-wide hazards and then develop sensible, effective solutions to eliminate those hazards.

If you have questions about this report or the SHARP program, please contact us at:

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Check out our website at:

[www.Lni.wa.gov/Safety/Research](http://www.Lni.wa.gov/Safety/Research)

## EXAMPLE WORKPLACE BULLYING POLICY

Adapted from The Commission of Occupational Safety and Health, Government of Western Australia

*Company X* considers workplace bullying unacceptable and will not tolerate it under any circumstances.

Workplace bullying is behavior that harms, intimidates, offends, degrades or humiliates an employee, possibly in front of other employees, clients, or customers. Workplace bullying may cause the loss of trained and talented employees, reduce productivity and morale and create legal risks.

*Company X* believes all employees should be able to work in an environment free of bullying. Managers and supervisors must ensure employees are not bullied.

*Company X* has grievance and investigation procedures to deal with workplace bullying. Any reports of workplace bullying will be treated seriously and investigated promptly, confidentially and impartially.

*Company X* encourages all employees to report workplace bullying. Managers and supervisors must ensure employees who make complaints, or witnesses, are not victimized.

Disciplinary action will be taken against anyone who bullies a co-employee. Discipline may involve a warning, transfer, counseling, demotion or dismissal, depending on the circumstances.

The contact person for bullying at this workplace is:

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

([http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide\\_bullying\\_emplo.pdf](http://www.worksafe.wa.gov.au/newsite/worksafe/media/Guide_bullying_emplo.pdf))

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Graduate School of Business  
Stanford University

Gary A. Dexter

(b)(6)

**OB374.2 Interpersonal Dynamics**  
**Syllabus**  
**Autumn 2011**

**1. Overview:**

The goal of OB374 is to learn how:

- To use interpersonal communication skills to build more open, effective, and rewarding relationships
- To identify and pursue personal learning goals aimed at improving interpersonal communications
- To "learn how to learn" via the continuous practice of risk taking, disclosure, feedback and reflection skills

Improving your knowledge and abilities in these areas is crucial in becoming a more influential leader in today's complex and highly interdependent organizations.

**The overall design** of this course is somewhat different from most. The thirty-six students will be divided into three twelve-person groups (T-Groups). These groups will meet during Monday's class session, as well as on Monday evenings. Friday's class will be spent working in pairs, trios, quartets, and sometimes T-groups.

Most of the learning in the course will occur in the T-Group, with the Friday class sessions and readings providing the **conceptual knowledge and behavioral skills** necessary to help you make the most of your T-Group experience.

**Two Facilitators**, whose role it is to help you learn in the T-Group setting, will be assigned to each group. A **Reader**, trained as a facilitator but not otherwise participating on our section, will be assigned to privately read your journals. The input of these professionals to your learning can, and often will be, profound. It is not, however, their responsibility to make things happen; it is yours. Your learning will depend on the extent to which you are present and willing to get involved. "Detached observers" gain relatively little from this course.

**The Facilitators and I** are responsible for building a group and class atmosphere that promotes personal risk taking, disclosure, and feedback in service of personal and group learning. We will honor the start and finish times for class and T-Group meetings, and providing timely and thoughtful feedback on your participation.

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**Your responsibility is to:**

- Complete Readings and Homework assignments before every class.
- Attend every class session, evening T-Group, and all sessions of the weekend T-Group. *Each student is permitted one absence at a Friday class as long as I am notified - in writing - in advance. Attendance at all Monday classes and the entire weekend is required.* No exceptions will be made for recruiting trips. If you can't commit to be **all** of the Monday classes and evening T-groups, as well as the weekend in its entirety, this is not the time for you to remain enrolled in this course.
- Evening group meeting times are not to be rescheduled.
- **Be punctual and contribute:** to the classes, T-Groups, and various subgroups that you will be asked to participate in throughout the term. This means that you will need to come to class fully prepared, since small and large group discussions require forethought and written work. It's important to come on time since we often start with an exercise. If you are going to be late please let me know in advance when at all possible (send text to 510-220-1047) *(Please note that several tardies count as an absence).*
- **Take risks, disclose, and give and receive feedback** in the service of your own and other's learning. This means pushing yourself to say things you might not ordinarily say, and to raise uncomfortable issues that are true and important. Even if it may not make you look good to others. Admittedly, this can be difficult, and everybody will make mistakes (including me). But, if we don't experiment and try things that are new to us, little will be learned.
- **Specifically, you are expected to share your feelings** about 1). What is happening to you, 2). What others are doing, and 3). How the group is going. Doing so is fundamental to a successful T-Group experience. Sitting back also interferes with the learning of others. In most other courses, it is not be disastrous if a significant portion of the students are silent; in a T-Group, it is.

**Deciding to take this course, therefore, is an explicit contract to be actively involved, and to accept full responsibility for all of your actions and reactions.** We treat this contract as seriously as we would any other contract — it establishes our expectations for what will be delivered by whom, to whom, and at what standard. The contract for this course is a contract between you, me, your facilitators, and your fellow classmates.

**Penalties** are attached to contract violations, and are discussed in the section on grade demerits (See "Grading" below)

**This course is not therapy**, although the course is quite intense and, at times, involves strong emotions. Our primary focus is on inter-personal issues, not intra-personal. (If you are in therapy check with your therapist to determine if taking this course is appropriate at this time). This course is not for everyone. If you have any question about whether you should take this course, please see me in the first week of classes.

**This course can be exciting, stretching, personally satisfying and fun.** Many alumni report that this was one of most rewarding courses in their GSB experience. May it be so for you, too.

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## 2. Course Format:

### A. Meetings

1. **1:15-3:00PM Class Sessions:** Most of Monday's class is spent in T-Groups. Fridays will focus on interpersonal exercises interspersed with a few short lectures. Because of the heavy experiential orientation, you have to be there to learn. You won't get much out of someone else's notes. This is why so much emphasis is placed on class attendance.
2. **Evening T-Groups:** It is a course requirement that you attend all Monday evening T-Group meetings. Evening T-Group sessions last three hours; beginning anytime between 6:30 and 7:30 and ending between 9:30 and 10:30. Exact times are yours to arrange (and you should remain flexible until your first T-group meeting). *Note: the first evening T-Group will be Monday, October 3<sup>rd</sup>. Evening T-groups on this date ONLY will be preceded by a catered dinner at 5:30PM, and conclude at 10:00pm. Please make arrangements to accommodate this evening schedule. Location TBD.*
3. **Weekend T-Group:** The weekend T-Group will start on Friday December 2<sup>nd</sup>, promptly at 7:00 p.m. at the Dolce Hayes Mansion in San Jose, California (<http://www.dolce-hayes-mansion-hotel.com/>) and end at 5 p.m. on Sunday, December 4<sup>th</sup>. The weekend will not be a marathon but will be quite full. We will quit around 10:30 p.m. on Friday evening. We will have a bit of time free on Saturday afternoon, with a wine and cheese reception to follow the Saturday evening T-groups at 10:30 p.m. *You will have short written assignments following each T-group.* I therefore strongly advise that you not plan to do readings/case preparation for other classes, attend to your start-up, etc. There is a lab fee for the course (it will be added to your term bill.) The fee covers the cost of room and board, and honoraria for our Guest Trainers.

A final requirement is that you attend full-time over the weekend, since late arrivals or early departures are very disruptive to the group. Traffic on Friday evenings is fierce. Lateness due to poor planning and/or "bad traffic" will not be excused. **NOTE: Being late on Friday evening will drop your grade two grade levels.**

4. **Please check the OB374.2 class web site** (on Coursework) for any updates, changes in the class schedule or current announcements. These will also be announced in class and via e-mail.

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## B. Reading and Written Work

You should plan to spend a significant amount of time on your reading and written work, which includes: Readings, Class Assignments, and the Reflection Journal. Class Assignments and Reflection Journal guidelines and questions are included in your reader and also on Coursework.

### 1. Readings

- **New concepts** and words allow us to describe and mentally frame our experience more clearly. This in itself is an important precursor to change. I will reference conceptual material in class and in my written feedback in your journal.
- **The Interpersonal Dynamics Reader** (Bradford and Huckabay) was created for OB374 and is an indispensable resource. The material in the Reader represents a distillation of decades of experience in teaching this course, and is entirely customized to typical events in the T-group, and in class.
- **The articles include a mix of older and newer work.** These include some "classics" in the field and/or reprints that previous students found especially valuable. Unfortunately, these older articles can offend by including outdated language and ideas concerning gender and sexual orientation. Men and women, for example, may be placed in stereotypic roles. Please don't let this detract you from the very important concepts in these articles.
- **Our textbook is An Invitation to Social Psychology** by Professor Miller of the GSB. His book is focused on expressing and censoring the self. He presents a powerful body of research that documents the impact of self-censorship on individuals and social groups. Knowing this information can empower you to make better choices.

### 2. Written Work

- **"Class Assignments"** will prepare you actively participate in the lectures and experiential activities of each class. Assignments are paced with different stages and issues that are likely to emerge in T-groups. **You are expected to submit your Class Assignments electronically prior to each class** (please use your drop box on Coursework). You will need to bring hard copy of some assignments to for use in experiential activities (See "Class Assignments"). Assignments turned in after 11AM on their due date will not be counted in grading. Unless otherwise noted on the assignment itself, Class Assignments are limited to two pages. That is, approximately one page of (single-spaced 12 pt. font) text written by you in addition to the instructions that are provided. Extra pages will be penalized. Class Assignments will generally *not* be returned with comment. Please note that there is a Class Assignment due on the first day of class. See Course Schedule.

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- **The "Reflection Journal"** is meant to help you reflect on the week (remember, these consist of Friday to Monday modules) and derive learning from your experience. You will provide a *brief* summary of what went on that week, and how you responded and or felt. Usually this will be in reference to the T-group, but may also include class activities. This summary will serve as the "data" for you to:
  - (a) Derive some conclusions about yourself and about interpersonal dynamics
  - (b) Apply what you are learning (including an integration of concepts from readings and Class Assignments)
  - (c) Update your goals

Limit each journal entry to a maximum of 3 pages. Extra pages will be penalized. You should plan on writing your Journal Entries as soon as possible after your Monday evening T-Group session and submitting them no later than Wednesday morning @ 11AM. We will not provide feedback on journals submitted late. Journals will be returned with comments by you Reader and/or by me every 7 to 10 days.

- **Your grade for written work** depends on the quality of your thinking and writing. Quality, not quantity. A good Reflection Journal is not one devoted to a blow-by-blow retelling of who said what. Instead it should offer thoughtful self-reflection, the asking (and answering) of good questions, the expression new insights, and the integration of reading and/or lecture material with your experience. The summary of what went on (minus your reactions and responses) should be the shortest portion of the entry; its' purpose to *sharpen your observation skills*, and to provide a very concise context and memory aid.

**Long-term learning depends on fully understanding and integrating what is occurring.** Simply having experiences is not enough. Thus, the written work (along with readings) is a crucial enabler to help you make sense out of your experiences. If you have questions about responses to your written work feel free to ask. Only I and/or your Reader (who is a senior Facilitator but NOT otherwise connected to our section) will read your written work.

### 3. Confidentiality Limits

**Assuring your confidentiality is very important** to us. Confidentiality helps create a safe environment in which you can grow and learn without fear of repercussions. To that end, your journal entries, assignments, and what you say in T-group will be kept as confidential as possible. To maintain confidentiality only a faculty member or your Reader will read any of your written work. At the same time there are limits and exceptions to complete confidentiality:

1. I meet with the Facilitators each week to discuss progress in the T-groups, including the behavior of individuals. The goals of these discussions are to ensure the safety and optimal learning of all T-group members. The Facilitators and I maintain very strict confidentiality with regard to these discussions.

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2. In certain situations, out of ethical and legal concerns, and following consultation with you, we (your Facilitators and/or I) may be compelled to provide information disclosed in T-group to the appropriate university agencies or personnel. The same exceptions to confidentiality rules apply to disclosures made during T-group sessions and in written work, regardless of the norms you have established with your T-group. The following behaviors compel such action:

- If you pose a danger to yourself, someone else, or another's property;
- If you disclose ongoing abuse or neglect of children, the elderly, or dependent adults by you or someone else.
- If you report an instance in which a Stanford community member sexually harassed or assaulted you or another member of the Stanford community.

There are specific discussions, which should they emerge in T-group, need to be stopped and re-directed to the appropriate resources. Specifically, there can be no discussions in T-group (or in any other portion of class) of allegations of university policy violations or illegal behavior.

All GSB students are expected to know, understand, and abide by the Fundamental Standard as articulated in the Student Handbook under the section "Standards of Conduct."

#### 4. Office Hours

**I would be delighted to meet with you** in person or by phone. To set up an appointment please send me an email or talk to me in class. In the past students have had questions about the course, their emotions, what is happening in their T-group or with their Facilitators, and/or how to apply what they are learning to family, friends, or work life. All inquiries are welcome. If your concern is urgent call or text me on my personal cell: 510-220-1047.

#### 5. Grades

- 1/3 of your grade will be based on the quality of your **written work**—i.e. Class Assignments (40% of written work grade) and Reflection Journal (60% of written work grade). Extra credit based on completion of bonus questions in class assignments will be added to this portion of your grade.
- 1/3 of your grade will be based on your **personal risk-taking** in the T-Group.
- 1/3 of your grade will be based on the extent to which you **help others learn** and contribute to the development of your group.

These last two parts can seem antithetical; "do I help myself learn or do I help others?" **What you will discover is that the best way to help others and help the group is through your own risk-taking** (raising difficult issues, talking about your feelings about what is going on in the group, confronting others with your feelings about their behavior, etc.). Thus focusing on the final 1/3 will cost you on the second; however, focusing on the second will also produce the third! The course cannot be taken pass/fail and abides by the standard GSB recommended curve.



Graduate School of Business  
STANFORD UNIVERSITY

Gary A. Dexter

(b)(6)

**OB374.2 Interpersonal Dynamics  
Class Schedule  
Autumn 2011**

**Week 1**

**I. Getting Started**

Class 1: September 26 (MON)

**FIRST CLASS**

Read:

Ch. 1: "Introduction" from The Interpersonal Dynamics Reader ("I. D. Reader") by Bradford and Huckabay

Review:

"*The Week at Inverness*" by Bradford and Aronson

Due @ 11am: Assignment #1: Expectations

Sept 28 (WED) Due @ 11am: Journal Entry #1 (Not a class day)

Class 2: September 30 (FRI)

**Learning Goals; T-group Formation**

Read:

Ch. 1: "Introduction" (+ p. 132) from An Invitation to Social Psychology by Miller

Ch. 2: "Interpersonal Learning," I.D. Reader

Due @ 11am: Assignment #2: Learning Goals

**Missing either the first or the second class automatically drops you from the course**

Class 3: October 3 (MON)

**Meet the Facilitators / Conduct first T-group**

**NOTE:**

**Tonight's evening class will begin at 5:30 and continue through evening T-groups until 10:00pm. Dinner provided. Please make a note of this and make any necessary arrangements.**

Read:

Ch. 3: "T-Groups and the Nature of Experiential Learning" from the I.D. Reader  
"*Good Communication that Blocks Learning*" by Argyris

Due @ 11am: Assignment #3: T-groups & Experiential Learning

October 5 (WED) Due @ 11am: Journal Entry #2 (Not a class day)

**MISSING EITHER CLASS T-GROUP AND/OR EVENING T-GROUP CAN RESULT IN A U**

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## Week 2

### II. T-Group Skills

#### A. COMMUNICATION

Class 4: October 7 (FRI)

Read:

#### **Communication, Self-Talk and the "Net"**

Ch. 4: "Communication—It's Different Than Talking" from the I.D. Reader

"Words can be Windows or Walls" by Rosenberg

Ch. 2: "Social Etiquette" (+ p. 133-4), An Invitation to Social Psychology

Bonus reading:

"Listening: The Sine Qua Non of Supportive Behavior" by Egan

Due @ 11am: Assignment #4: Communications

Class 5: October 10 (MON)

Read:

#### **Communication and Gender Dynamics in T-Group**

"Can Emotions be Intelligent?" by Goleman

"Asymmetries: Women and Men Talking at Cross Purposes" by Tannen

"Women in T-groups: Norms and Sex-Role Issues" by Kanter

Bonus reading:

"Changing Gender On the Job" by McGinn

Due @ 11am: Assignment #5: Gender and Emotional Intelligence

October 12 (WED) Due @ 11am: Journal Entry #3 (Not a class day)

## Week 3

#### B. SELF-DISCLOSURE

Class 6: October 14 (FRI)

Read:

#### **Being Known**

Ch. 5: "Being Known" from the I.D. Reader

Ch. 3: "Conformity" (+ p. 135-6), An Invitation to Social Psychology

Bonus Reading:

"Healthy Personality and Self-Disclosure" by Jourard

Due @ 11am: Assignment #6: Issues in Self Disclosure

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Class 7: October 17 (MON)

Read:

**Being Known: Part 2**

*"To Be That Self That One Truly Is"* by Rogers

Due @ 11am: Assignment #7: Being Fully Oneself

October 19 (WED) Due @ 11am: Journal Entry #4 (Not a class day)

**Week 4**

**C. FEELINGS AND FEEDBACK**

Class 8: October 21 (FRI)

Read:

**Feelings and Feedback**

Ch. 6: "Feelings: An Emotion, Not An Option" from the I.D. Reader

*"Vocabulary of Feelings"* by Hammond, Hepworth and Smith

*"Have Your Feelings or They Will Have You"* in Difficult Conversations by Stone, Patton and Heen

Bonus Reading:

*"Introduction"* in How Do You Feel? by Wood

*"How We Connect Emotionally"* in The Relationship Cure by Gottman and DeClaire

*"How I Predict Divorce"* in The Seven Principles for Making Marriage Work by Gottman and Silver

Due @ 11am: Assignment #8: Identifying Feelings

Class 9: October 24 (MON)

Read:

**Feelings and Feedback, Part 2**

Ch. 7: "Learning from Feedback" from the I.D. Reader

*"Introducing the Pinch Theory"* by Bradford, Robin, and Dexter

Bonus Reading:

*"The Social Arts"* by Goleman

Due @ 11am: Assignments #9: Feedback and Feelings about Others

October 26 (WED) Due @ 11am: Journal Entry #5 (Not a class day)

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## Week 6

### E. POWER, INFLUENCE AND AUTHENTICITY

Class 12: November 4 (FRI)

Read:

#### **Being Powerful**

Ch. 8: "Influence Process," I.D. Reader

"*The Power of Talk*" by Tannen

"*Leadership Excellence and the Soft Skills:*

*Authenticity, Influence and Performance*" by

Bradford and Robin

Bonus reading:

"*Is Silence Killing Your Company*" by Perlow and Williams

Due @ 11am: Assignment #12: Power and Influence

Class 13: November 7 (MON)

Read:

#### **Feeling Inadequate**

Ch. 5: "Self-Censorship and the Individual" (+ p.

139), An Invitation to Social Psychology

Due @ 11am: Assignment #13: Interpersonal Influence

November 9 (WED) Due @ 11am: Journal Entry #7 (Not a class day)

## Week 7

### F. GROUP DYNAMICS AND DEVELOPMENT

Class 14: November 11 (FRI)

Read:

#### **T-Group Norms**

Ch. 10: "Member Roles and Group Development" from the I.D. Reader

"*What to Observe in a Group*" by Schein

"*The Group: A Cycle from Birth to Death*" by

Weber

"*Group Roles*" by Huckabay, Hoylman and Robin

Due@ 11am: Assignment #14: Roles and Group Development

Class 15: November 14 (MON)

Read:

#### **Repair in Relationship**

No reading assigned for this class

Due @ 11am: No assignment due for this class

November 16 (WED) Due @ 11am: Journal Entry #8 (Not a class day)

### Week 8

#### G. CONNECTING WITH FAMILY AND FRIENDS

Class 16: November 18 (FRI)

Read:

**Connecting with Family and Friends**

Ch.13: "Can People Change?" I.D. Reader

Ch. 14: "Intergenerational Communication," I.D. Reader

Due:

Assignment #16: Planning for Application over Thanksgiving Holiday

### HAPPY THANKSGIVING

### Week 9

#### III. RESIDENTIAL WEEKEND PREPARATION AND REFLECTION

Class 17: November 28 (MON)

**Forming Support Groups**

**Note:** Missing this class may result in a U

Read:

Ch. 11: "Support is Not Protection" from the I.D. Reader

"Support: Creating a Climate for Growth" by Egan

Due@ 11am: Assignment #17: Support Group Formation Part I

November 30 (WED) Due @ 11am: **FINAL** Journal Entry #9 (Not a class day)

Class 18: December 2 (FRI)

**Planning for the Weekend**

**Note:** Being late on Friday evening may drop your grade two grade levels. **DO NOT** underestimate time in traffic.

Read: Ch. 12: Learning Goals and Risk Taking from the I.D. Reader

Ch.7 Self-Censorship (+ p. 143-5) , An Invitation to Social Psychology

Due @ 11am: Assignment #18A: Support Group Formation Part II  
#18B: Planning for the Weekend

### WEEKEND AT THE HAYES MANSION, SAN JOSE

FRIDAY, DECEMBER 2, 7:00 PM

TO SUNDAY, DECEMBER 4, 5:00 PM.

MISSING ANY PORTION OF THE WEEKEND MAY RESULT IN A U

ASSIGNMENT # 19 MUST BE COMPLETED IN PHASES OVER THE WEEKEND

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#### IV. FINAL FEEDBACK

Class 19: December 5 (MON)

#### Final Feedback

**Note:** There is no class session today – use this time, as needed, to complete Assignments 19 A and B (due at 3PM instead of usual 11AM deadline)

**7-10:30pm Final Feedback – go directly to T-group room.** Do not make other plans immediately following Final Feedback.

**Read:** There is no reading for today

**Due @ 3:15PM:** Assignment #19A: Getting Closure on the Weekend  
#19B: Final Feedback

**MISSING ANY PORTION EVENING FINAL FEEDBACK MAY RESULT IN A U**

#### Week 10

#### V. APPLICATION IN THE WORK SETTING

Class 20: December 9 (FRI)

#### FINAL CLASS

**Read:**

"Power Talk" by Bradford & Cohen  
"Reconcilable Differences" by Hyatt  
"What Makes a Leader" by Goleman

**Bonus Reading:**

"First Person: If you Want Honesty, Break Some Rules" by Graham

**Due @ 11AM:** Assignment #20A: Influencing People at Work  
#20B: Final Class Feedback

Please mail to Paul Mattish  
(mattish\_paul@gsb.stanford.edu)  
I will not read until after grades submitted.

Grading Sheet will be posted on Coursework by Monday, December 5 must be **emailed directly to me:** dexter\_gary@gsb.stanford.edu **before the start of class on December 9.** Failure to do so may result in a grade penalty.

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**Job Accommodation Network**

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## **Accommodation and Compliance Series**

### **Employees with Post Traumatic Stress Disorder**

Job Accommodation Network  
PO Box 6080  
Morgantown, WV 26506-6080  
(800)526-7234 (V)  
(877)781-9403 (TTY)  
[jan@askjan.org](mailto:jan@askjan.org)  
[askjan.org](http://askjan.org)



A service of the U.S. Department of Labor's Office of Disability Employment Policy

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## Preface

The Job Accommodation Network (JAN) is a service of the Office of Disability Employment Policy of the U.S. Department of Labor. JAN makes documents available with the understanding that the information be used solely for educational purposes. The information is not intended to be legal or medical advice. If legal or medical advice is needed, appropriate legal or medical services should be contacted.

JAN does not endorse or recommend any products or services mentioned in this publication. Although every effort is made to update resources, JAN encourages contacting product manufacturers/vendors and service providers directly to ensure that they meet the intended purposes. This guarantees that the most up-to-date information is obtained.

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Updated 11/03/11.



## JAN'S ACCOMMODATION AND COMPLIANCE SERIES

### Introduction

JAN's Accommodation and Compliance Series is designed to help employers determine effective accommodations and comply with Title I of the Americans with Disabilities Act (ADA). Each publication in the series addresses a specific medical condition and provides information about the condition, ADA information, accommodation ideas, and resources for additional information.

The Accommodation and Compliance Series is a starting point in the accommodation process and may not address every situation. Accommodations should be made on a case by case basis, considering each employee's individual limitations and accommodation needs. Employers are encouraged to contact JAN to discuss specific situations in more detail.

For information on assistive technology and other accommodation ideas, visit JAN's Searchable Online Accommodation Resource (SOAR) at <http://AskJAN.org/soar>.

### Information about Post Traumatic Stress Disorder (PTSD)

#### What is PTSD?

PTSD is a debilitating condition that can occur after exposure to a terrifying event or ordeal in which grave physical harm occurred or was threatened. Traumatic events that can trigger PTSD include violent personal assaults such as rape or mugging, natural or human-caused disasters, accidents, or military combat. Traumatic events most often associated with PTSD are 1) for men: rape, combat exposure, childhood neglect, and childhood physical abuse, and 2) for women: rape, sexual molestation, physical attack, being threatened with a weapon, and childhood physical abuse (National Institute of Mental Health, 2008).

Many people with PTSD repeatedly re-experience the ordeal in the form of flashback episodes, memories, nightmares, or frightening thoughts, especially when they are exposed to events or objects reminiscent of the trauma. Anniversaries of the event can also trigger symptoms. Feelings of intense guilt are also common. Most people with PTSD try to avoid any reminders or thoughts of the ordeal (National Institute of Mental Health, 2008).

In November of 2001, the New England Journal of Medicine reported that 44% of the adults surveyed experienced one or more symptoms of stress during the week of September 11, 2001 (Drazen, 2001). It is predicted that many children and adults will be diagnosed with PTSD as a result of the terrorist attacks against the United States at the World Trade Center, the Pentagon, and in Pennsylvania. Other unfortunate and traumatic events in recent American history that caused people to be diagnosed with PTSD include: the 1995 Oklahoma City bombing, the shootings at 1999 Columbine

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High School in Colorado, the 1986 Space Shuttle Challenger explosion, and the Olympic Park bombing in 1996, and Hurricane Katrina in 2005.

### **How prevalent is PTSD?**

The National Center for Post Traumatic Stress Disorder estimates 7.8 percent of Americans will experience PTSD at some point in their lives, with women twice as likely as men to have PTSD. About 30 percent of the men and women who have spent time in war zones experience PTSD. More than half of all male Vietnam veterans and almost half of all female Vietnam veterans have experienced clinically serious stress reaction symptoms. PTSD has also been detected among veterans of the Gulf War, with some estimates running as high as eight percent (National Center for Post Traumatic Stress Disorder, 2007).

### **What are the symptoms of PTSD?**

According to the Anxiety Disorders Association of America, symptoms of PTSD can include:

- Re-experiencing the event, which can take the form of intrusive thoughts and recollections, or recurrent dreams;
- Avoidance behavior in which the sufferer avoids activities, situations, people, and/or conversations which he/she associates with the trauma;
- A general numbness and loss of interest in surroundings; this can also present as detachment;
- Hypersensitivity, including: inability to sleep, anxious feelings, overactive startle response, hyper vigilance, irritability and outbursts of anger.

Symptoms usually begin within three months of a trauma, although there can be a delayed onset and six months can pass between trauma and the appearance of symptoms. In some cases years can pass before symptoms appear. In this case the symptoms are often triggered by the anniversary of the trauma, or with the experience of another traumatic event. Symptoms may vary in frequency and intensity over time (Anxiety Disorders Association of America, n.d.).

## **PTSD and the Americans with Disabilities Act**

### **Is PTSD a disability under the ADA?**

The ADA does not contain a list of medical conditions that constitute disabilities. Instead, the ADA has a general definition of disability that each person must meet on a case by case basis (EEOC Regulations . . . , 2011). A person has a disability if he/she has a physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or is regarded as having an impairment (EEOC Regulations . . . , 2011).

However, according to the Equal Employment Opportunity Commission (EEOC), the individualized assessment of virtually all people with PTSD will result in a determination

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of disability under the ADA; given its inherent nature, PTSD will almost always be found to substantially limit the major life activity of brain function (EEOC Regulations . . . , 2011).

**Are employees with PTSD required to disclose their disability to their employers?**

No. Employees need only disclose their disability if/when they need an accommodation to perform the essential functions of the job. Applicants never have to disclose a disability on a job application, or in the job interview, unless they need an accommodation to assist them in the application or interview process (EEOC, 1992).

**Can an employer ask an employee with PTSD to submit to a medical examination?**

Yes, if the need for the medical examination is job-related and consistent with business necessity. Typically, employers will ask an employee with PTSD to submit to a medical examination (also called a fitness-for-duty exam) after the employee had an incident on the job that would lead the employer to believe that this employee is unable to perform the job, or to determine if the employee can safely return to work, and if any accommodations will be needed on the job (EEOC, 1992).

Special note: Pre-job offer medical examinations or inquiries are illegal under the ADA. People with PTSD (or any disability) do not have to submit to a medical exam or answer any medical questions until after they are conditionally offered a job (EEOC, 1992).

**Do employees with PTSD pose a direct threat to themselves or others?**

People who have PTSD do not necessarily pose a direct threat to themselves or others. Employees who control their conditions through medication or therapy probably pose no current risk. Even if direct threat exists, employers should reducing or eliminating the threat by providing an accommodation (EEOC, 1992).

**How and when does a person with PTSD ask for an accommodation?**

An employee with PTSD can ask for an accommodation at any time when he/she needs an accommodation to perform the essential functions of the job. The employee can make a request verbally or in writing and is responsible for providing documentation of a disability (EEOC, 1992).

**Can an employer discipline an employee with PTSD who violates conduct or performance standards?**

Yes, an employer can discipline an employee with PTSD who violates conduct standards or fails to meet performance standards, even if the behavior being exhibited is caused by the employee's disability. However, an employer is obligated to consider reasonable accommodations to help the employee with PTSD meet the conduct or performance standards (EEOC, 1992).



#### Dealing with Emotions:

- Refer to employee assistance programs (EAP)
- Use stress management techniques to deal with frustration
- Allow the use of a support animal
- Allow telephone calls during work hours to doctors and others for needed support
- Allow frequent breaks

#### Sleep Disturbance:

- Allow the employee to work one consistent schedule
- Allow for a flexible start time
- Combine regularly scheduled short breaks into one longer break
- Provide a place for the employee to sleep during break

#### Muscle Tension or Fatigue:

- Build in "stretch breaks" during the workday
- Allow private space to meditate or do yoga
- Allow time off for physical therapy or massage therapy
- Encourage use of the company's wellness program

#### Absenteeism:

- Allow for a flexible start time or end time, or work from home
- Provide straight shift or permanent schedule
- Modify attendance policy
  - Example: count one occurrence for all PTSD-related absences, or allow the employee to make up the time missed.

#### Panic Attacks:

- Allow the employee to take a break and go to a place where s/he feels comfortable to use relaxation techniques or contact a support person
- Identify and remove environmental triggers such as particular smells or noises
- Allow the presence of a support animal

#### Diarrhea/Vomiting/Nausea:

- Allow flexible bathroom breaks
- Move employee to location where he/she can access the bathroom discreetly
- Provide space for storing extra clothing or personal hygiene products

- Allow the employee to play soothing music using a cassette player and a headset
- Increase natural lighting or increase full spectrum lighting
- Divide large assignments into smaller goal oriented tasks or steps
- Plan for uninterrupted work time

#### Time Management/Performing or Completing Tasks:

- Make daily TO-DO lists and check items off as they are completed
- Divide large assignments into smaller tasks and steps
- Schedule weekly meetings with supervisor, manager, or mentor to determine if goals are being met
- Remind employee of important deadlines via memos or e-mail

#### Disorganization:

- Use calendars to mark meetings and deadlines
- Use electronic organizers
- Hire a professional organizer or organizational coach
- Assign a mentor to assist employee

#### Coping with Stress:

- Allow longer or more frequent work breaks.
- Provide backup coverage for when the employee needs to take breaks
- Provide additional time to learn new responsibilities
- Restructure job to include only essential functions
- Allow for time off for counseling
- Assign a supervisor, manager, or mentor to answer employee's questions

#### Working Effectively with a Supervisor:

- Giving assignments, instructions, or training in writing or via e-mail
- Provide detailed day-to-day guidance and feedback
- Provide positive reinforcement
- Provide clear expectations and the consequences of not meeting expectations
- Develop strategies to deal with problems

#### Interacting with Co-workers:

- Encourage the employee to walk away from frustrating situations and confrontations
- Allow employee to work from home part-time
- Provide partitions or closed doors to allow for privacy
- Provide disability awareness training to coworkers and supervisors

**Headaches:**

- Provide alternative lighting
- Take breaks from computer work or from reading print material
- Practice stress-relieving techniques

**Transportation Issues:**

- Eliminate non-essential travel
- Provide a driver
- Allow extra time for travel
- Allow the employee to bring a support person

**Situations and Solutions:**

An administrative assistant with PTSD works at a museum, which is currently under construction. Construction workers, who were strangers, caused the employee extreme anxiety. As an accommodation, a JAN consultant suggested temporarily relocating the employee's work space away from the construction area. The museum also developed an ID badge for construction workers and required them to sign in at their job locations.

A prison guard, recently attacked by an inmate, has PTSD and anxiety. The prison guard was fearful of returning to the worksite, even to discuss her return-to-work options. A JAN consultant offered the following suggestions: allow the employee to bring a support person or support animal to the meeting, move the meeting to an alternative location, or allow the employee to attend the meeting via telephone.

An office worker who was stalked and harassed by a former employee now has a panic disorder. She is fearful of answering her office telephone. JAN suggested these accommodations to her employer: use telephone with a caller ID function and/or call blocking function, change the tone or frequency of telephone ringer to reduce panic reaction, route all calls through a switchboard or receptionist, and disable this employee's direct extension to prohibit direct calls.

A vocational school teacher with PTSD requested accommodations due to anxiety and flashbacks. She taught in a building separated from the main school, and she had difficulty dealing with large classrooms of unruly students. As an accommodation, JAN suggested training the teacher on special behavior management techniques and providing administrative support for student disciplinary actions. The school also provided the teacher a two-way radio, which allowed her to contact an administrator quickly when she needed immediate assistance in her classroom.

A postal employee with PTSD requested accommodations to help him deal with recurring flashbacks. His flashbacks were triggered by the smell of gasoline and the noise from the mail truck. The employee tried wearing a respirator to give him a clean air supply. He also tried wearing headphones to reduce the noise from the truck, but he

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still experienced stress and edginess. JAN suggested a position transfer as an accommodation. JAN also suggested allowing this employee to take a break when he experiences extreme anxiety and allow him to use relaxation and visualization techniques in a private space on the job.

A veteran who is now an office employee has PTSD and anxiety. He is easily frightened when being approached unsuspectingly. This employee works in a structured cubicle environment facing his computer and cubicle walls, with his back to the cubicle entrance. He wants to be alerted when a coworker or supervisor walks into the cubicle behind him. JAN suggested using a monitor-mounted mirror, so he could see the entrance behind him. JAN also suggested placing a sensor mat at the entrance of the cubicle, which will make an audible alert when someone steps on it.



## Resources

### **Job Accommodation Network**

West Virginia University  
PO Box 6080  
Morgantown, WV 26506-6080  
Toll Free: (800)526-7234  
TTY: (877)781-9403  
Fax: (304)293-5407  
jan@AskJAN.org  
<http://AskJAN.org>

The Job Accommodation Network (JAN) is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities.

### **Office of Disability Employment Policy**

200 Constitution Avenue, NW, Room S-1303  
Washington, DC 20210  
Toll Free: (866)633-7365  
TTY: (877)889-5627  
Fax: (202)693-7888  
<http://www.dol.gov/odep/>

The Office of Disability Employment Policy (ODEP) is an agency within the U.S. Department of Labor. ODEP provides national leadership to increase employment opportunities for adults and youth with disabilities while striving to eliminate barriers to employment.

### **American Academy of Experts in Traumatic Stress**

368 Veterans Memorial Hwy  
Commack, NY 11725  
Direct: (631)543-2217  
Fax: (631)543-6977  
info@aaets.org  
<http://www.aaets.org>

The American Academy of Experts in Traumatic Stress® is a multidisciplinary network of professionals who are committed to the advancement of intervention for survivors of trauma. The Academy aims to identify expertise among professionals, across disciplines, and to provide meaningful standards for those who work regularly with survivors.

**Anxiety Disorders Association of America**

8730 Georgia Avenue  
Suite 600  
Silver Spring, MD 20910  
Direct: (240)485-1001  
Fax: (240)485-1035  
<http://www.adaa.org>

Resources for clinicians, researchers and other treatment providers in all disciplines.  
Resources for anxiety disorder sufferers, family members, and other interested parties.  
Fast facts, statistics, news releases and more for media professionals. Search for  
treatment providers near you.

**International Society for Traumatic Stress Studies**

111 Deer Lake Road, Suite 100  
Deerfield, IL 60015  
Direct: (847)480-9028  
Fax: (847)480-9282  
[istss@istss.org](mailto:istss@istss.org)  
<http://www.istss.org>

The International Society for Traumatic Stress Studies (ISTSS) is the world's premier  
trauma organization dedicated to trauma treatment, education, research and prevention.  
Through this organization, professionals share information about the effects of trauma,  
seeking to reduce traumatic stressors and their immediate and long-term  
consequences.

**National Center for Post Traumatic Stress Disorder**

Direct: (802)296-6300  
[ncptsd@va.gov](mailto:ncptsd@va.gov)  
<http://www.ncptsd.va.gov/>

Strives to advance the clinical care and social welfare of America's veterans through  
research, education, and training in the science, diagnosis, and treatment of PTSD and  
stress-related disorders.

**National Center for Victims of Crime**

2000 M Street NW  
Suite 480  
Washington, DC 20036  
Toll Free: (800)394-2255  
Direct: (202)467-8700  
Fax: (202)467-8701  
[webmaster@ncvc.org](mailto:webmaster@ncvc.org)  
<http://www.ncvc.org/>

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Purpose is to forge a national commitment to help victims of crime re-build their lives.

### **PTSD Alliance**

Direct: (877)507-PTSD

info@ptsdalliance.org

<http://www.ptsdalliance.org/home2.html>

A group of professional and advocacy organizations that have joined forces to provide educational resources to individuals diagnosed with PTSD and their loved ones; those at risk for developing PTSD; and medical, healthcare and other frontline professionals.

### **Rape, Abuse, and Incest National Network**

2000 L St. NW

Ste. 406

Washington, DC 20036

Toll Free: (800)656-4673

info@rainn.org

<http://www.rainn.org>

When a victim calls, a computer identifies the caller's location by reading the area code and the first three digits of the phone number. Then, the call is connected instantaneously to the rape crisis center nearest the caller. If the line is busy, the call will be connected to the next closest member center. The local center answers the call as if it had come in directly, providing counseling and support. Every call is completely confidential.

### **Sidran Institute**

200 E. Joppa Road, Suite 207

Baltimore, MD 21286-3107

Toll Free: (888)825-8249

Direct: (410)825-8888

Fax: (410)337-0747

help@sidran.org

<http://www.sidran.org>

Dedicated to supporting people with traumatic stress conditions, providing education and training on treating and managing traumatic stress, providing trauma-related advocacy, and informing the public on issues related to traumatic stress.

Practical Solutions • Workplace Success

82

Exhibit I

I. 10/1/2

## References

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[http://www.ncptsd.va.gov/ncmain/ncdocs/fact\\_shts/fs\\_what\\_is\\_ptsd.html](http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_what_is_ptsd.html)

CREATED BY TEAM IN  
MAY 10-14 TRAINING (2011)

ROLES AND RESPONSIBILITIES  
TES-TF DIRECTOR

Final Decision Maker  
Overview Focus  
Mentorship/Grooming  
Professional Development  
Strategic Organization Outlay  
Resources  
Expectations  
Sharing Vision  
Our Conductor  
Morale  
Clearing Obstacles  
Political Stuff/Takes the "Hits"  
Work Assignments  
Clear Direction  
Team Member  
Clarification/Feedback  
Defining the Box (Span of Control)  
Hiring, Training, and Leave Approval  
Handling/Reviewing External Communications  
Standard Operating Procedure Approval  
Training Content Approval  
Major Changes

ROLES AND RESPONSIBILITIES  
TRAINING SPECIALIST

Training the ODs  
Curriculum Development  
Conduit to the Director  
Mentor for the Team  
Supervisory Duties (Similar to the Director and Chief Mngt Analyst)  
Player Coach  
Alternative Decision Maker  
Liaison with the Leads and Chiefs

Exhibit I

28 84

I [unclear]

ROLES AND RESPONSIBILITIES  
PROJECT COORDINATOR

Executive Assistant to the Director  
Logistics  
External Organization POC  
Operations Planner  
Government Purchase Card  
TES-TF Relocation  
Personnel Actions Alternate  
Interactive Customer Evaluation Administrator  
Trip Calendar

ROLES AND RESPONSIBILITIES  
STRATCOM

Media (all social media to include format-videos, blog, articles, etc.)  
Marketing  
Branding  
External Protocol  
Public Affairs Officer – Media Relations  
Printing/Publications/Forms  
Trip Book  
Information Papers  
Briefing

ROLES AND RESPONSIBILITIES  
ADMINISTRATIVE OFFICER

In and Out Processing  
New Employee Orientation  
Personnel Actions (Awards, Performance Appraisals, RPA's, SF-50's)  
Time and Attendance (Alternate/Back-up)  
Internal Training (DTS, Performance Appraisals, Personnel Topics, Military Regulations, Correspondence)  
Internal Training Log/Part 6 Folder  
General Fund Enterprise Business System (GFEBS)/Budget  
Calendars (Birthday/Leaves/Internal Training)  
Rosters (Phone, etc.)  
Government Travel Card  
Internal/External Task Log (POC for Sil)

Exhibit I

48

85

J. J. J. J.

ROLES AND RESPONSIBILITIES  
ORGANIZATIONAL DEVELOPMENT SPECIALISTS

Facilitate Teams/Groups  
Plan, Debrief, and Report  
Support Director and All Staff  
Design Curriculum/Content  
Assist in Design of Marketing and Admin/Office Documents, etc.

ROLES AND RESPONSIBILITIES  
MANAGEMENT ANALYST

Share Information/Data with the Team  
Pre/Post Effectiveness Information  
Integral Participant of the Change Process  
The Command Brief  
Balanced Scorecard  
"Deliver the Proof"  
Teachers  
Functional Atmosphere

**Chief Management Analyst** is the Rater for the Management Analyst in addition to the roles and responsibilities listed above.

(b)(6)

12

THE HEALING TREE ESOTERIC STUDIES & RESEARCH INSTITUTE  
NLP PRACTITIONER CERTIFICATION® TRAINING

# THE PRESUPPOSITIONS OF NLP

## CONVENIENT ASSUMPTIONS

### Mnemonic Device

**R E S P E C T**  
**U R - W O R L D**

1. **Respect** for the other person's model of the world.
2. Behavior and change are to be evaluated in terms of context, and **Ecology**
3. Resistance in a client is a **Sign** of a lack of rapport. (There are no resistant clients, only inflexible communicators. Effective communicators accept and utilize all communication presented to them.)
4. **People** are not their behaviors. (Accept the person; change the behavior.)
5. **Everyone** is doing the best they can with the resources they have available. (Behavior is geared for adaptation, and present behavior is the best choice available. Every behavior is motivated by a positive intent.)
6. **Calibrate** on Behavior: The most important information about a person is that person's behavior.
7. **The** map is not the **Territory**. (The words we use are NOT the event or the item they represent.)
8. **(U) You** are in charge of your mind, and therefore your results (and I am also in charge of my mind and therefore my results).
9. People have all the **Resources** they need to succeed and to achieve their desired outcomes. (There are no unresourceful people, only unresourceful states.)
10. All procedures should increase **Wholeness**
11. There is **ONLY** feedback! (There is no failure, only feedback.)
12. The meaning of communication is the **Response** you get.
13. The **Law** of Requisite Variety: (The system/person with the most flexibility of behavior will control the system.)
14. All procedures should be **Designed** to increase choice.



THE HEALING TREE ESOTERIC STUDIES & RESEARCH INSTITUTE  
NLP PRACTITIONER CERTIFICATION® TRAINING

**PRIME DIRECTIVES OF THE  
UNCONSCIOUS MIND**

...from the Time Line Therapy® Certification Training

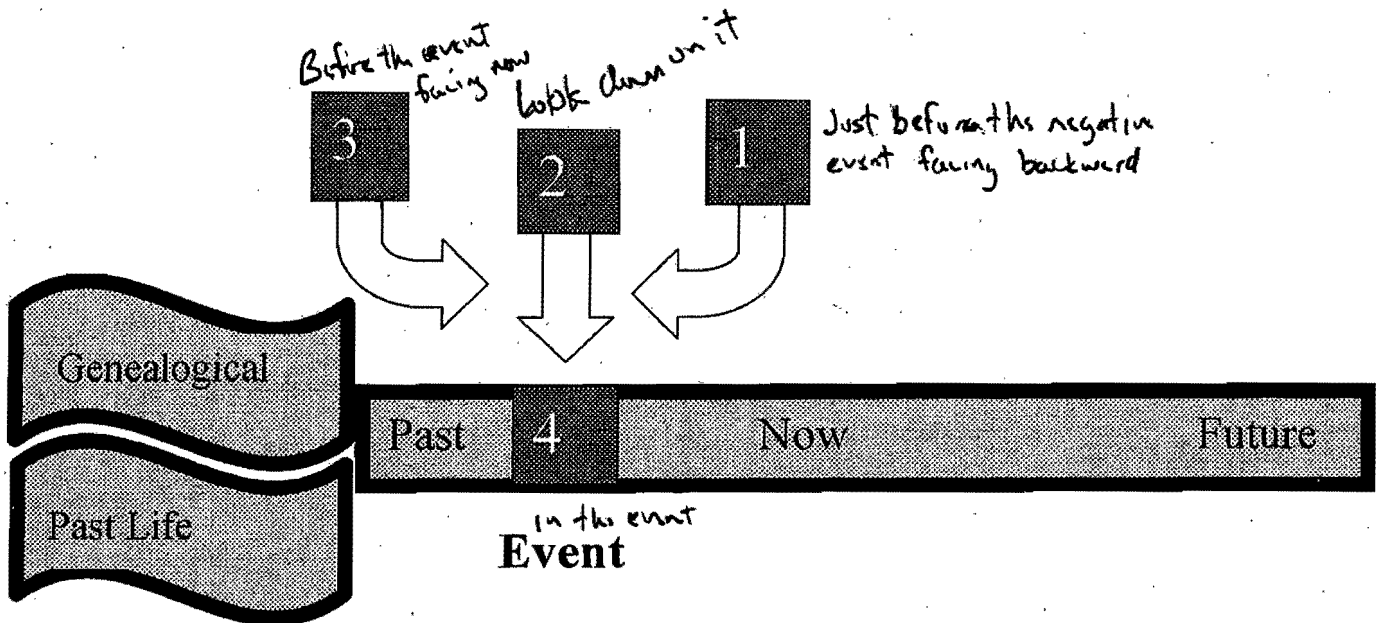
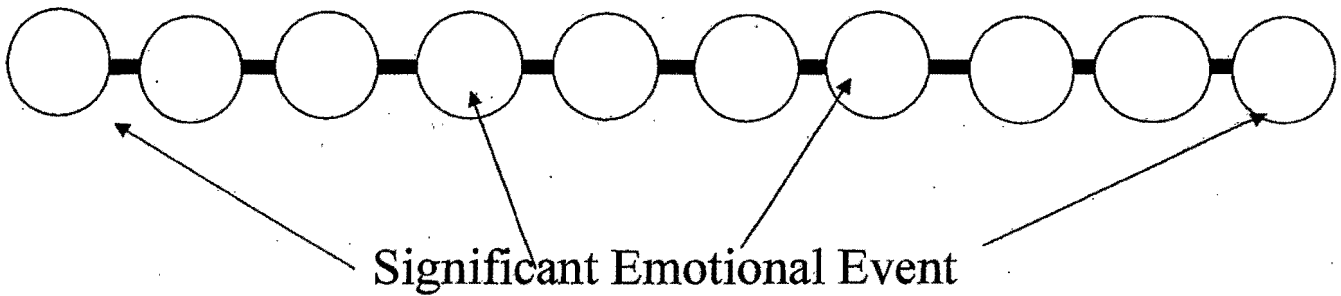
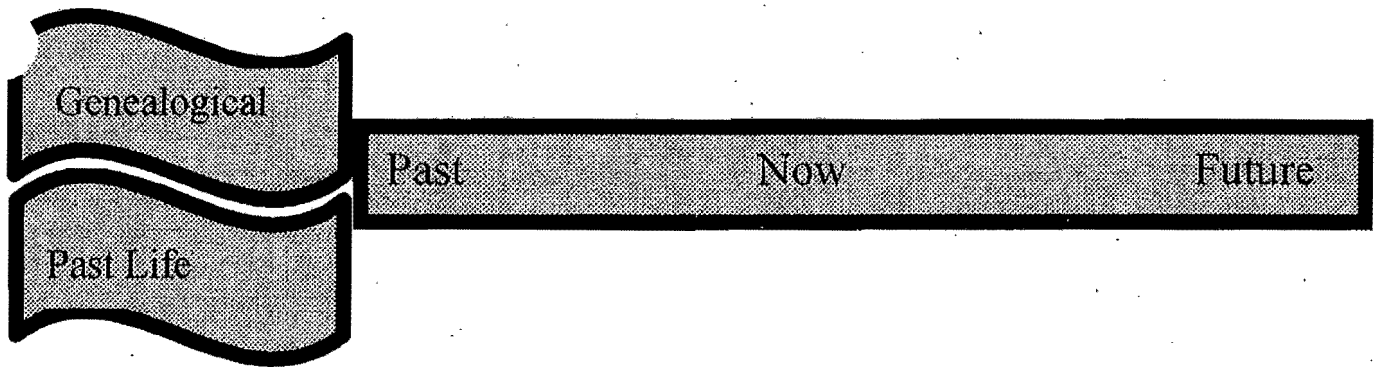
- ① **Stores memories**  
Temporal (in relationship to time)  
Atemporal (not in relationship to time)
2. **Is the domain of the emotions**
- ③ **Organizes all your memories**  
(Uses the Time Line. Mechanics is the Gestalt)
- ④ **Represses memories with unresolved negative emotion**
- ⑤ **Presents repressed memories for resolution.**  
(to make rational and to release emotions)
6. **May keep the repressed emotions repressed for protection**
- ⑦ **Runs the body**  
Has a blueprint:  
of body now  
of perfect health (in the Higher Self)
- ⑧ **Preserves the body**  
Maintain the integrity of the body
9. **Is a highly moral being (the morality you were taught and accepted)**
10. **Enjoys serving, needs clear orders to follow**

THE HEALING TREE ESOTERIC STUDIES & RESEARCH INSTITUTE  
NLP PRACTITIONER CERTIFICATION® TRAINING

**PRIME DIRECTIVES OF THE  
UNCONSCIOUS MIND**

11. **Controls and maintain all perceptions**  
Regular  
Telepathic  
Receives and transmits perceptions to the conscious mind
12. **Generates, stores, distributes and transmits "energy"**
13. **Maintains instincts and generate habits**
14. **Needs repetition until a habit is installed**
15. **Is programmed to continually seek more and more**  
There is always more to discover
16. **Functions best as a whole integrated unit**  
Does not need parts to function
17. **Is symbolic**  
Uses and responds to symbols
18. **Takes everything personally. (The basis of Perception is Projection)**
19. **Works on the principle of least effort**  
Path of least resistance
20. **Does not process negatives**

The Healing Tree Institute of Human Interaction and Wellness  
Manifesting Miracles Weekend



The Healing Tree Institute of Human Interaction and Wellness  
Manifesting Miracles Weekend

## What Happens if the Emotions Do Not Disappear?

1. Make sure that you are in position # 3.
  - ☐ Before the first event
  - ☐ Before any of the chain of events leading to the first event
  - ☐ Facing now
2. Make sure that you are working with the first event.
3. It must be totally agreeable with the unconscious mind to let go of the negative emotion.
  - ☐ Negative emotions do not protect us
  - ☐ The inborn Fight or Flight response does protect us
  - ☐ Ask your unconscious mind if it's highest intention for you would not be better served by preserving the learnings and letting go of the negative emotion.

## Notes Regarding Learnings

**ARE**

- \* Positive
- \* About Future
- \* About Self

**ARE NOT**

- \* Negative
- \* About Past
- \* About Others

The Healing Tree Institute of Human Interaction and Wellness  
Manifesting Miracles Weekend

**How will you continue using the  
information presented in this  
course to manifest the future of  
your dreams?**

**What, specifically, will you do to  
keep manifesting your future...  
just the way you want it?**

**Dare to Dream....**

(b)(6)

Exhibit I

AP 93

2/10/14

2

(b)(6)



Exhibit I

EP 94

10/1/1985

(b)(6)

Exhibit I

v/p 95

7/10/13



4

(b)(6)

Exhibit I

96

Exhibit I

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(b)(6)

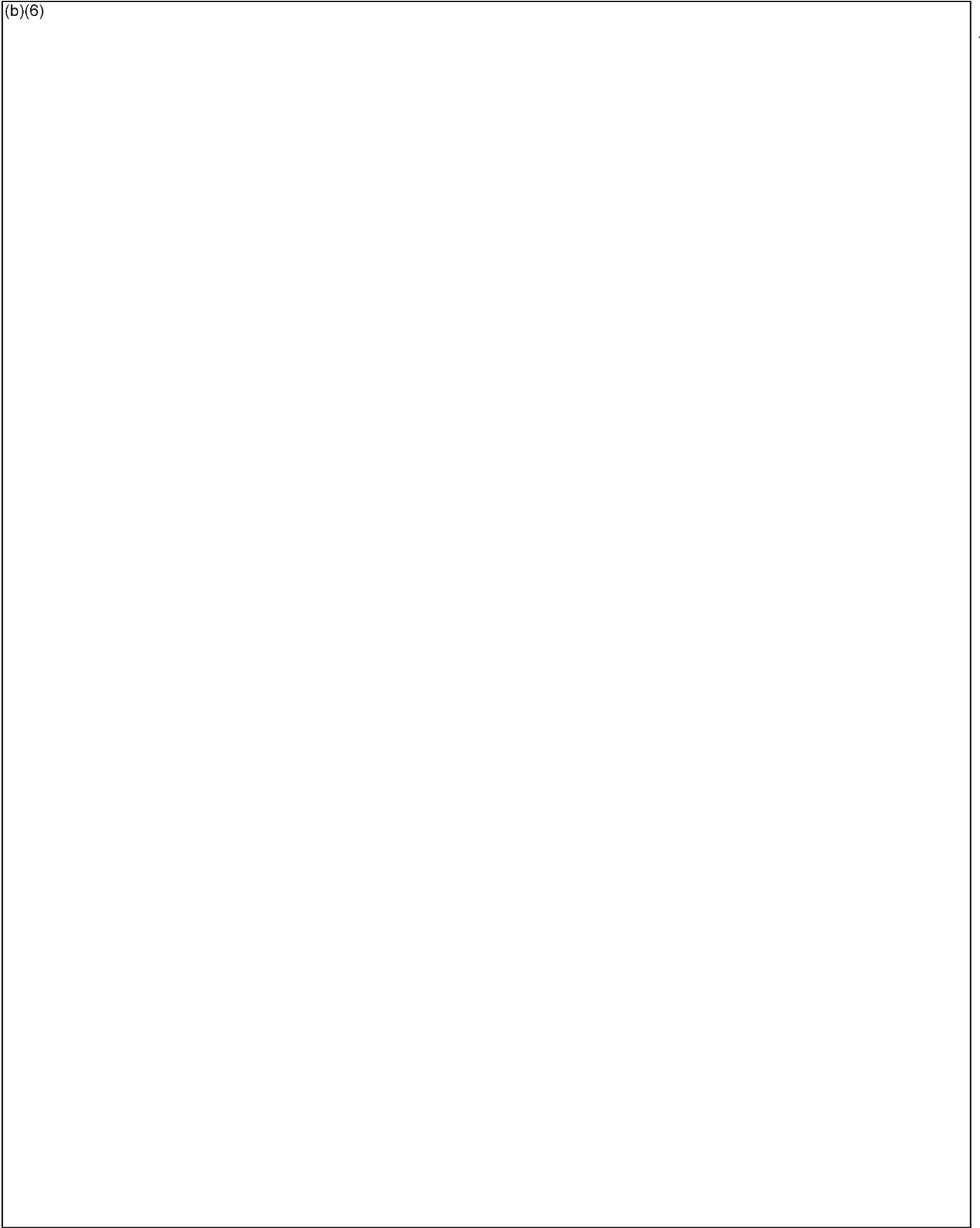


Exhibit I

978

11/11/13

(b)(6)

Exhibit I

98

12/11/14

(b)(6)

99

Exhibit I

(b)(6)

2014/11/12

(b)(6)

(b)(6)

202

Exhibit I



DEPARTMENT OF THE ARMY  
OFFICE OF THE SURGEON GENERAL  
5109 LEESBURG PIKE  
FALLS CHURCH, VA 22041-3258

(b)(6)

Exhibit I

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10/1/75



(b)(6)

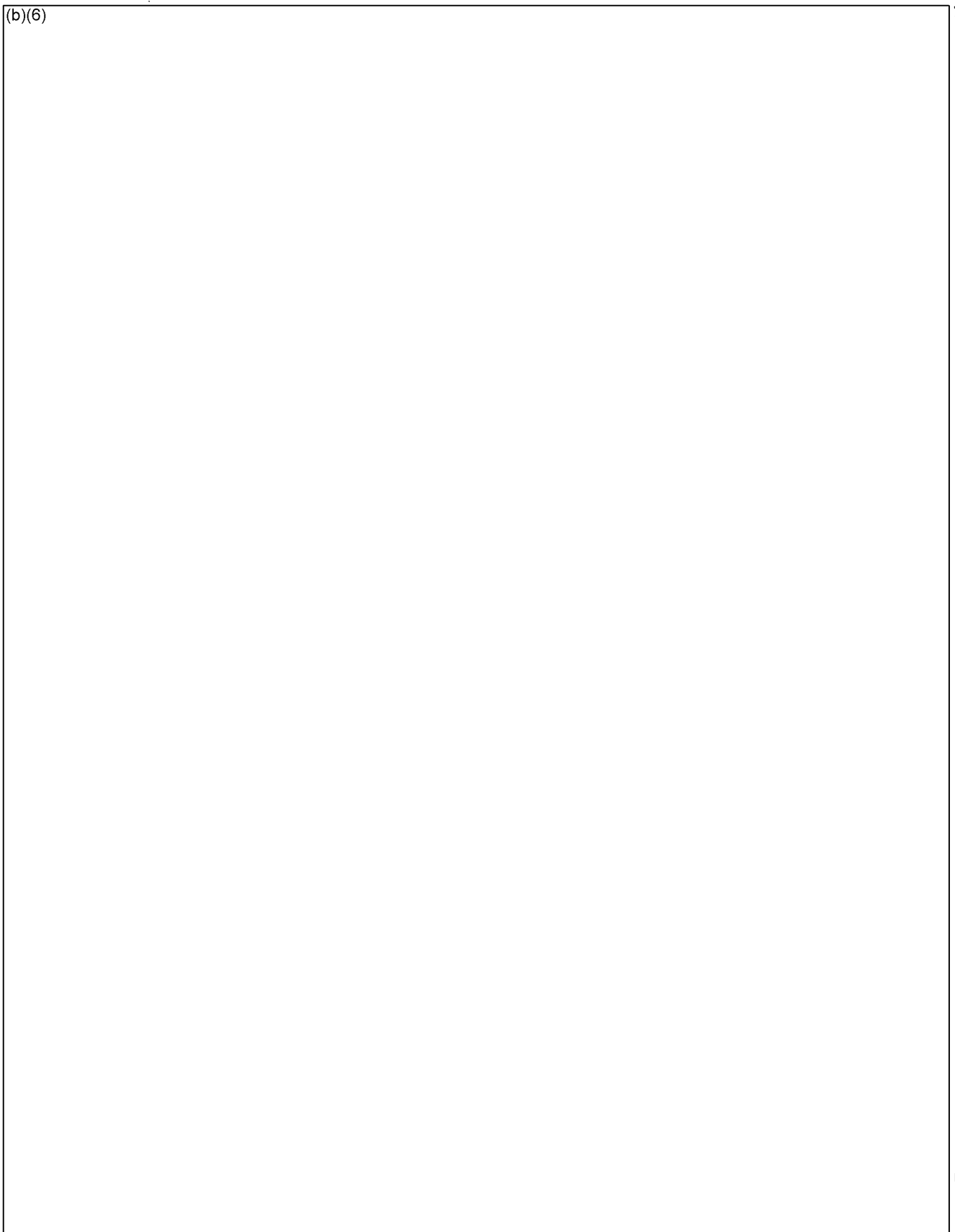


Exhibit I

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12/1/2010

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Exhibit I

Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I



(b)(6)

Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I

114

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Exhibit I

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Exhibit I

116

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Exhibit I

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Exhibit I

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(b)(6)

Exhibit I

119





DEPARTMENT OF THE ARMY  
OFFICE OF THE SURGEON GENERAL  
6109 LEESBURG PIKE  
FALLS CHURCH, VA 22041-3268

REPLY TO  
ATTENTION OF:

(b)(6)

Exhibit I

120

(b)(6)



121

Exhibit I

(b)(6)



Exhibit I

122

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Exhibit I

124

(b)(6)



Exhibit I

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Exhibit I

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EXhibit I

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Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I

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EXhibit I

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Exhibit I

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EXhibit I

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Exhibit I

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Exhibit I

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*Exhibit I.* *152.*

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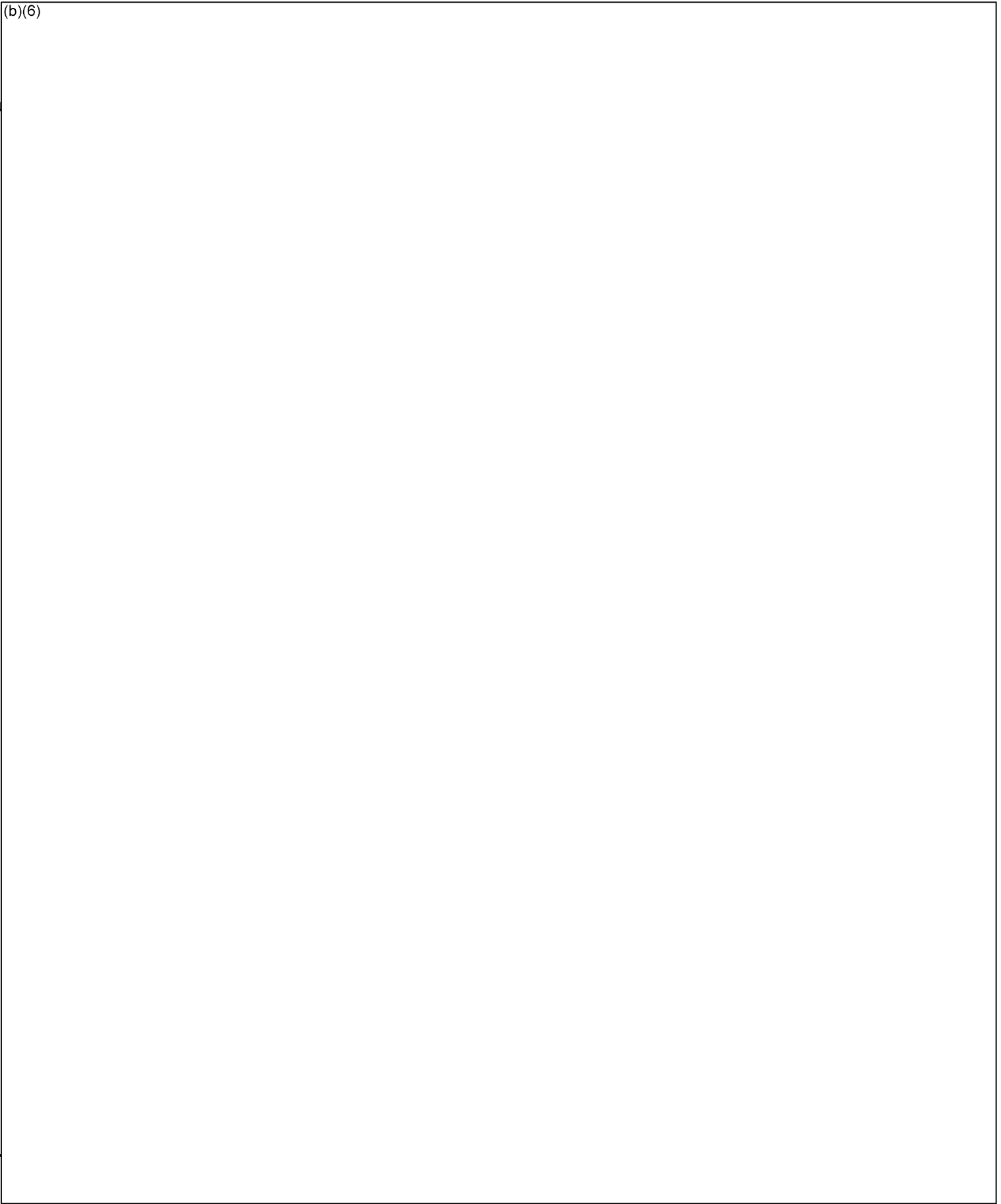


Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I



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Exhibit I

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12/60

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Exhibit I

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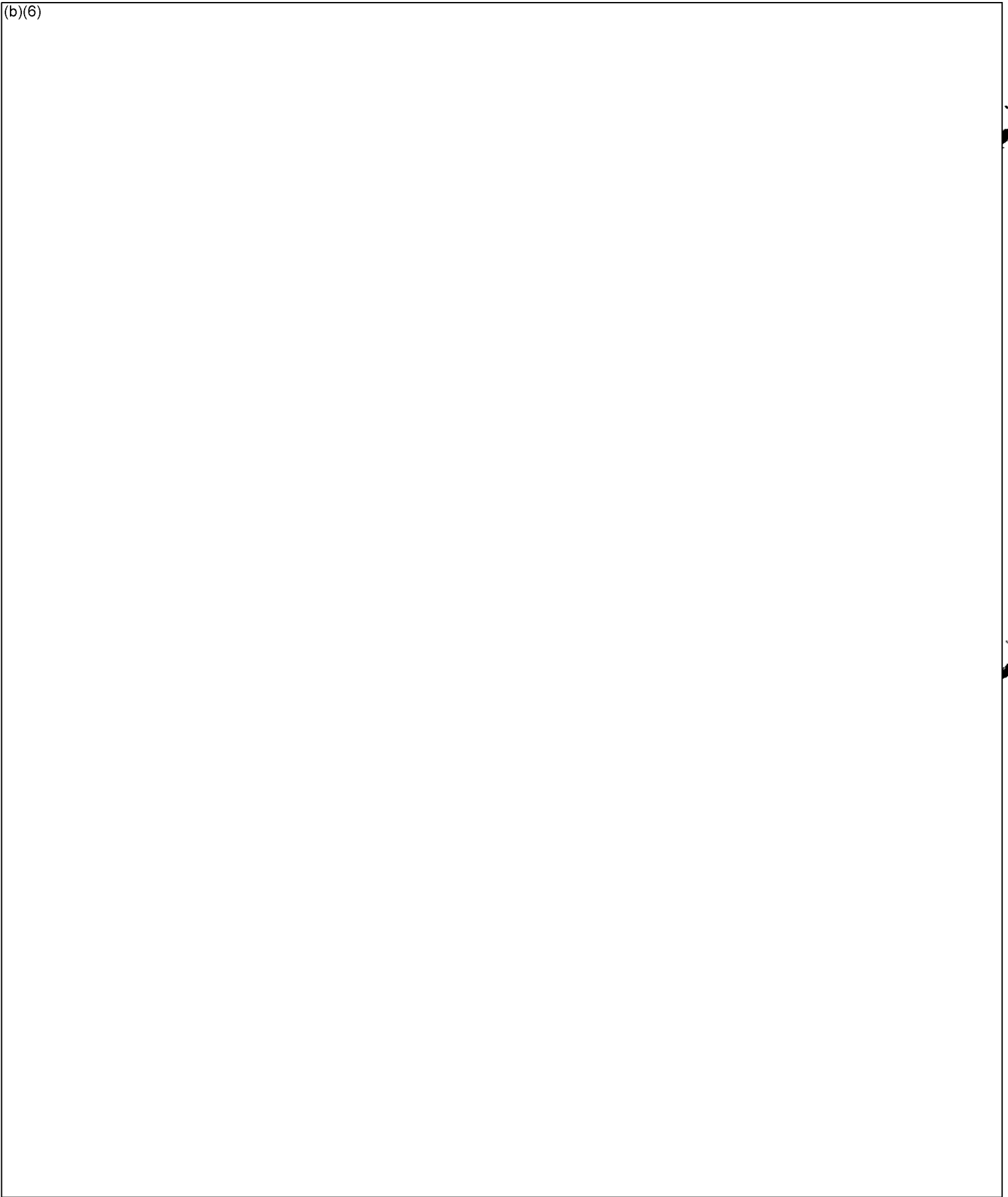


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DEPARTMENT OF THE ARMY  
OFFICE OF THE SURGEON GENERAL  
6109 LEESBURG PIKE  
FALLS CHURCH, VA 22041-3258

(b)(6)

Exhibit I

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Exhibit I

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Exhibit I

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Exhibit I

176-751

EXHIBIT I

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Exhibit I

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EXHIBIT I

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Exhibit I

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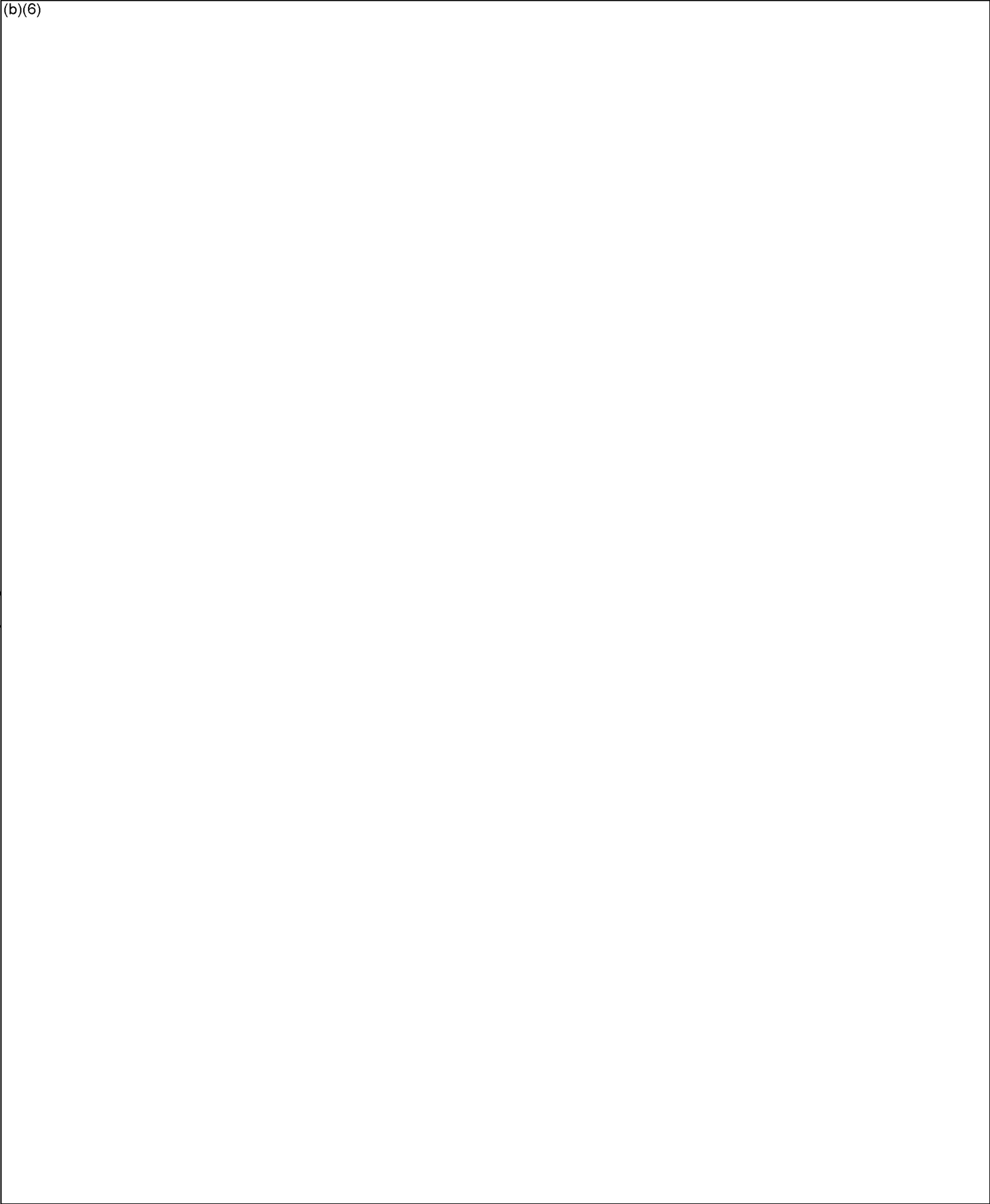


Exhibit I

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2016/10/15

(b)(6)

Exhibit I

281

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11/11/11

(b)(6)

Exhibit I

182

2/3/2021

(b)(6)

Exhibit 1

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(b)(6)

Exhibit I

184

(b)(6)

Exhibit I

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Exhibit I

(b)(6)

EXhibit I

186

2-1-10

(b)(6)

Exhibit I

481 / 87

T. 10/1/87

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Exhibit I

188 81

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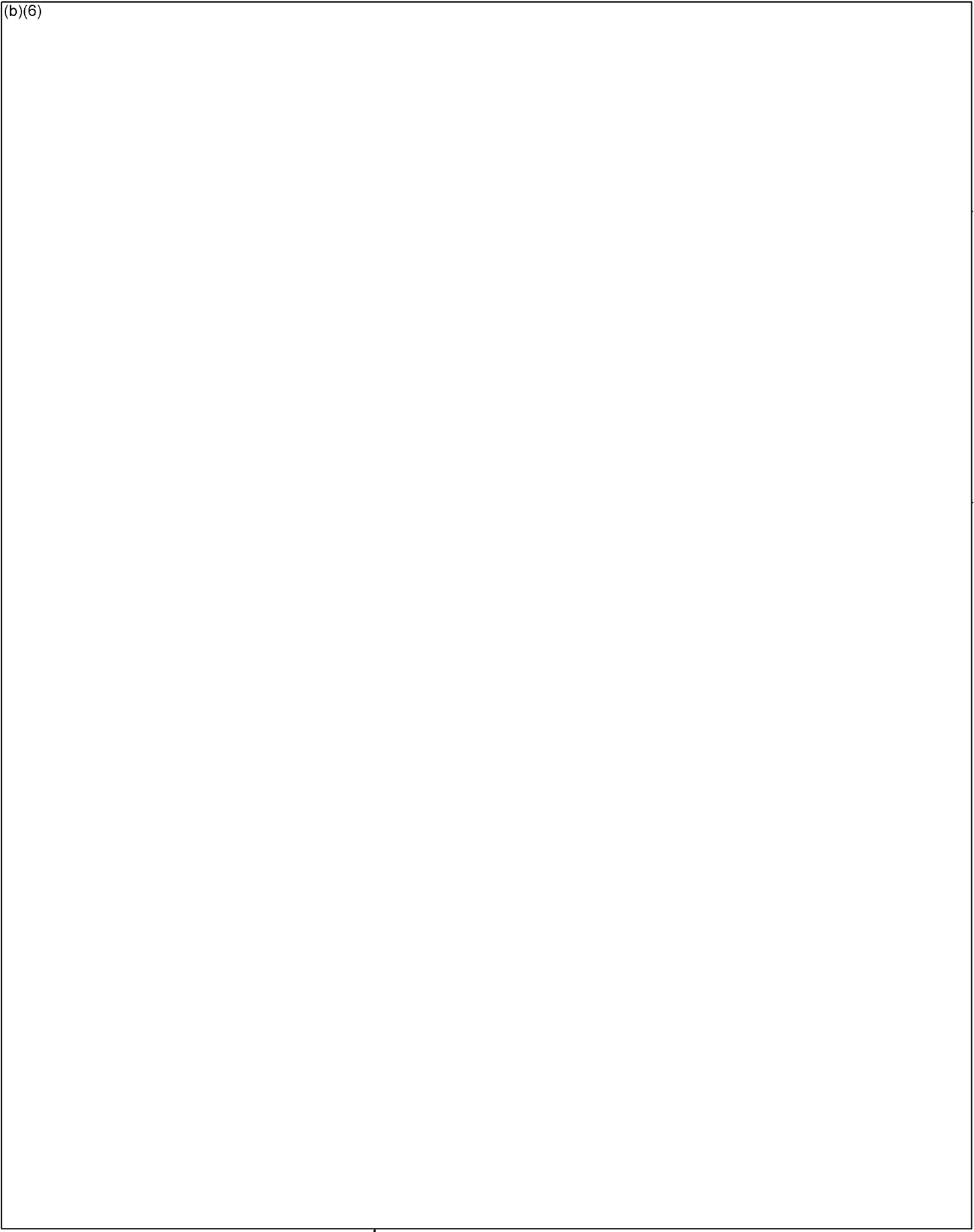


Exhibit I

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Exhibit I

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11/1/13

(b)(6)

Exhibit I

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→ 893 193

(b)(6)

Exhibit I

194

10/10/03

(b)(6)

195

Exhibit I

(b)(6)

2010/03

(b)(6)

5/1/96

(b)(6)

Exhibit I

in folder

(b)(6)

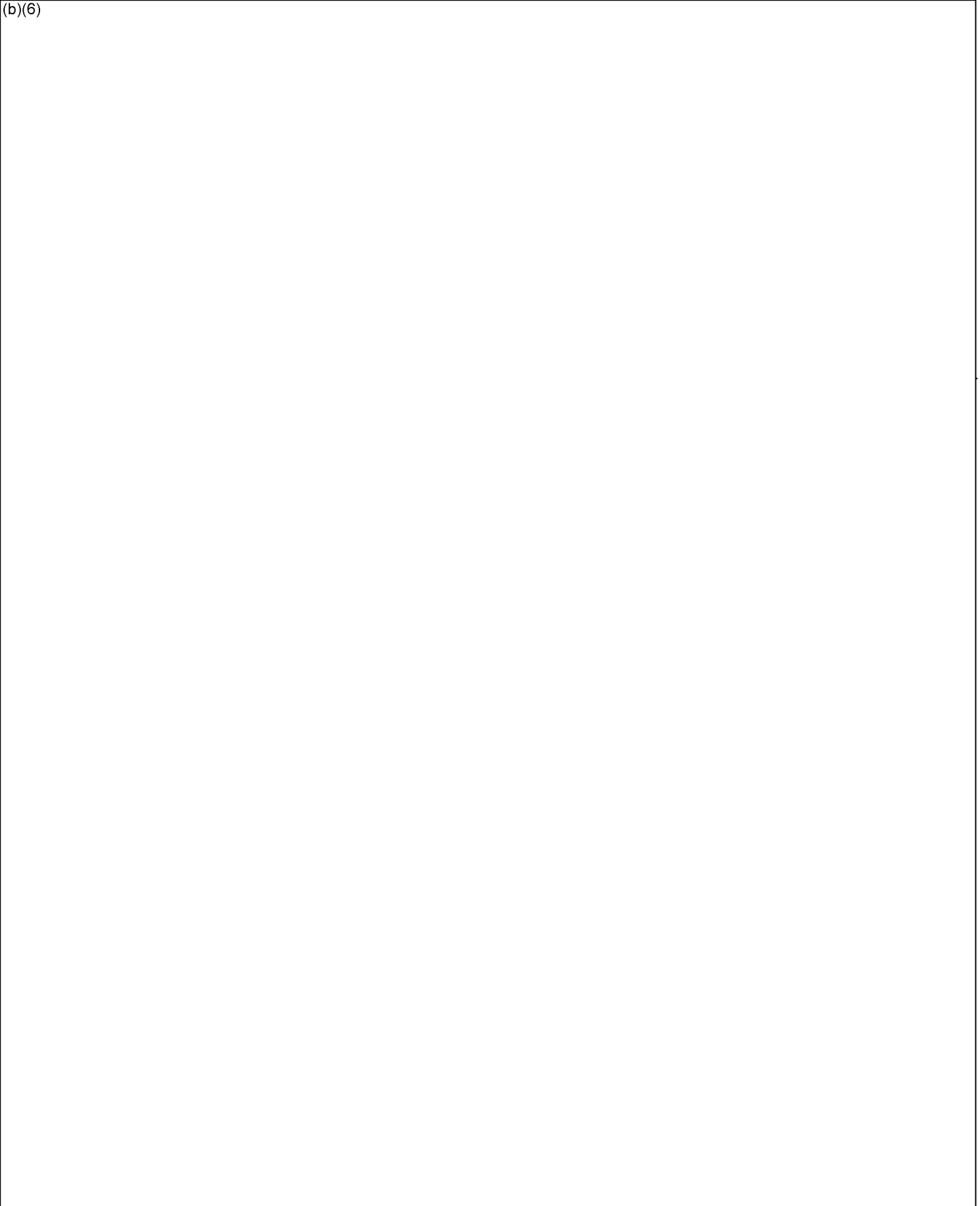
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Exhibit I

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Exhibit I

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EXhibit I

12/1/13



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10200

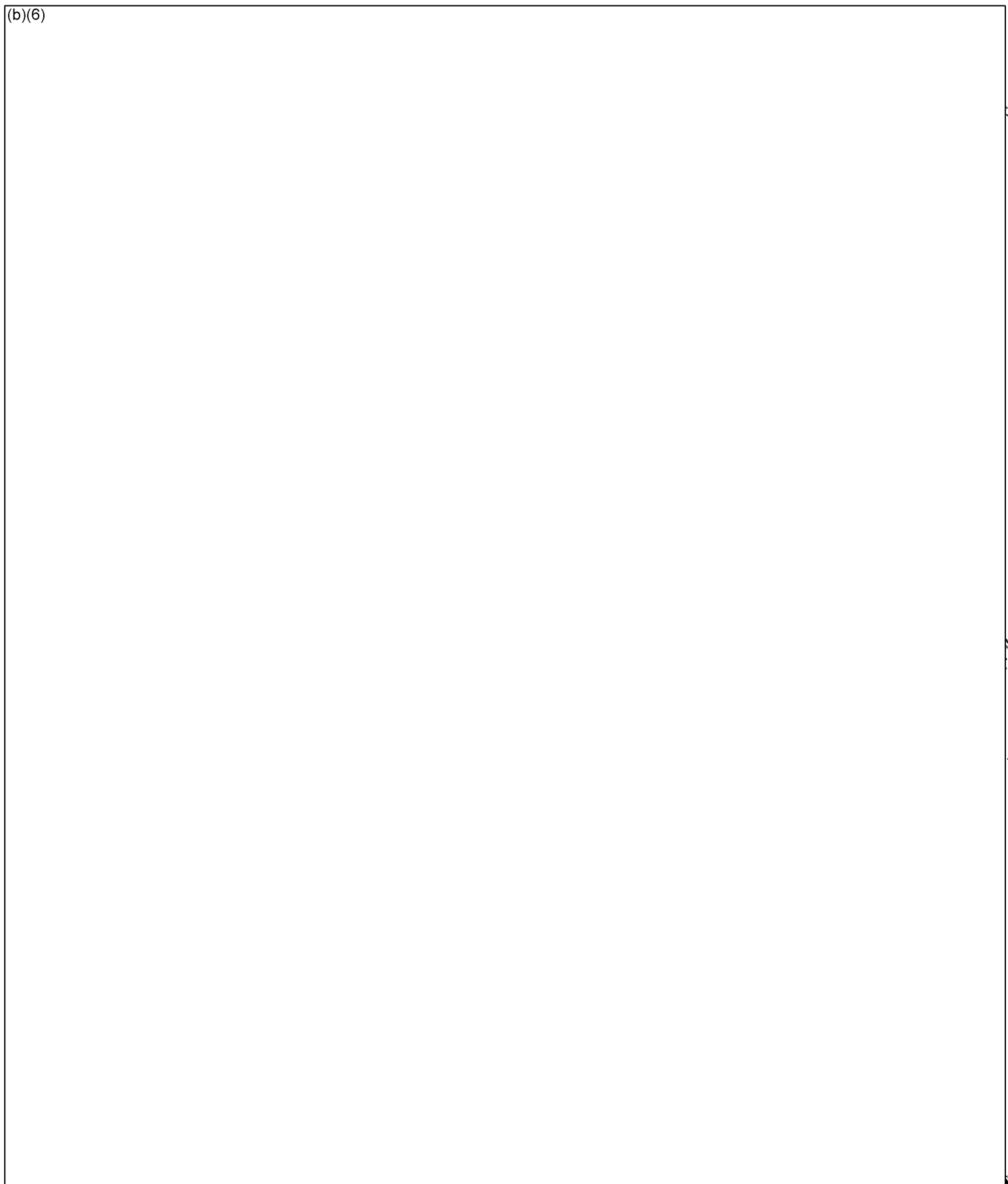
(b)(6)

Exhibit I

10200

Page 294

(b)(6)



(b)(6)

005201

Exhibit I

11/15/14

# Section J

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

8 MAY 0900 HRS

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: About 2.5 years; since August 2009. I was part of the CDOC with (b)(6). The CDOC stood up as a result of a conversation that (b)(6) had with the CG, WRMC (then, MG Horoho) regarding trust. (b)(6) shared her ideas regarding trust and how to test, measure, and improve trust and that was the genesis of the CDOC.

Q: Can you tell me a little about what work you do and about the work climate/environment at the TES-TF?

A: The TES-TF stood up in July 2010 with about 4-5 personnel. The hiring actions for the rest of the TES-TF took from 6-9 months and most of the new folks came on board approximately May-July 2011. (b)(6) (b)(6) (b)(6) (b)(6) and I were assigned to the CDOC. (b)(6) (b)(6) a GS-11, left in August 2010 to work for GSA and (b)(6) left in June 2010 for health reasons. (b)(6) and (b)(6) were hired as their replacements. (b)(6) left after approximately one month, December 2010, for reasons I am unaware of. In CDOC, (b)(6) relied on me lead a two-day strategic planning sessions with hospital commanders. At the TES-TF, I'm not good enough to lead or even go out and participate in training sessions.

It feels like there are very different treatments for different people depending upon who (b)(6) and (b)(6) like, and I generally agree that such treatment falls in line with whether people are on the A-Team or B-Team. Since the TES-TF stood up (one year), I've facilitated three training events (FT Riley, FT Drum, and FT Hood) which are similar to other members of the "B Team." Members of the "A team" have facilitated between 6-10 events in the last 12 months. Recently this has begun to change and I am currently scheduled to travel 3 times in the next four months. The problem is that this is not driven by competency. Scores for some members of the "A" team are lower than mine or other members of the "B" team (after not working with (b)(6) or (b)(6) for a year). Nor is it based on the premise of developing other employees. Otherwise, I would be being sent out to improve my performance consistency which I am told is the core of why I am not being sent out to facilitate.

TESTF facilitators who travel extensively with (b)(6) and (b)(6) receive the benefit of their feedback and knowledge. This is critical because most of the facilitators within TESTF have very little Organizational Development experience or knowledge. Very little, if any, formal training was given on partnering theory, teambuilding theory, partnering theory, strategic planning theory, intervention design, etc. Instead, we have mostly focused on developing self awareness (which is vitally important in

Exhibit

(b)(6)

J

Initials of Person Making Statement 13 Jan 2012 Page 1 of 8

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

organizational development). As a member of the "B" team, I am told to fix myself and to develop my own competency without the benefit of their feedback. When a large group of "A team" facilitators made a substantial mistake with (b)(6) and (b)(6) present, they developed a training exercise to develop afterwards to develop everyone's competency. I failed, just as the other "A team" facilitators did. (b)(6) threatened to tell (b)(6) to fire me in front of my peers. The "A Team" facilitators who made the mistake to begin with, did not receive any form of punitive action to my knowledge.

I have, and will continue to, make mistakes. As will everyone in the TESTF. As such, I am not as consistent in my performance as I, (b)(6) or (b)(6) would like. However, my evaluation scores are relatively high regardless. I am told that at the core of this is a lack of self confidence. Even with self confidence issues, I was still trusted to go out and perform when a member of CDOC. I am growing my self-esteem, however, many of (b)(6) and (b)(6) behavior has further diminished my self-confidence rather than strengthen it. I think I have figured out the problem and have made demonstrative changes, only to be told, normally by (b)(6) I have not made change at all. (b)(6) generally does not speak with me. He regularly walks past me, without comment or regard. Whereas with others that he likes he will stop them and engage with them. I don't know what I must do behaviorally to demonstrate it because he won't talk to me. Other people that (b)(6) does not like, he excludes, publicly ostracizes, and threatens for utilizing certain behaviors. However, when other people he likes use identical behavior, there is not an issue.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes the journals were essentially mandatory. (b)(6) and (b)(6) reviewed them to determine whether you were competent at conducting "intrapersonal work" and used this as a key factor in whether you were chosen to facilitate. (b)(6) commented regularly in my journal that I needed to do something with my insights. I thought I was changing my behavior as a result of my intrapersonal insights but to him I was not. I ended up needing to ask other people what to write so that (b)(6) would see what I was doing. I changed the format and content to see if I could meet his needs. I started changing my journal content and format to better meet his needs in hopes of gaining his trust. I thought I was doing so... but then later he would tell me that he was not seeing any change. Frankly, this really impacted my self-confidence which is supposedly the cause of all of my issues. This is probably because he simply refuses generally to speak with me. Finally, I stopped turning them in. I realized that my journal was for me and not for him. I felt like they were digging for stuff that wasn't there and I found that distracting so I quit after a while. While most of (b)(6) comments were more positive, like, "Spot on," (b)(6) comments were mostly pessimistic. In one particular case, I described what I had done to change my behaviors and (b)(6) responded, "I don't believe you" and "I don't think you've changed at all." In open (b)(6) would often say "I've only seen you change this much," signing a very small amount with his fingers.

Exhibit

(b)(6)

*J*

Initials of Person Making Statement 13 June 12 Page 2 of 8

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, one incident I remember (think it was approximately July-August 2011) was when (b)(6) read something out of (b)(6) journal about conflict between (b)(6) and (b)(6). Later (b)(6) conducted conflict resolution between (b)(6) and (b)(6).

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: Yes (b)(6) threatened to tell (b)(6) to fire me three times. He threatened to fire me in front of the entire team. The second time, I told (b)(6) that (b)(6) these behaviors were increasing my anxiety. The third time occurred in March in front of the team I was on to facilitate at Fort Hood. Again, he told me that I needed figure out what I needed to do to "fix myself" and put me on notice that Fort Hood was where my future with TESTF was going to be determined. I sent (b)(6) and (b)(6) an email and began the process of filing an EEO complaint against (b)(6) through the JBLM installation but did not finalize the complaint because (b)(6) and I had a discussion about my request for reasonable accommodation. I asked (b)(6) to get (b)(6) to stop threatening me. (b)(6) excused (b)(6) behavior and essentially told me how to deal with it. (b)(6) was in the office at the time of my counseling. (b)(6) asked me to fill out a Reasonable Accommodation memorandum where I asked for (b)(6) to stop threatening me. Since that time, (b)(6) has stopped talking to me completely. I have asked for telework in an unrelated request, but it was denied.

Q: Can you describe (b)(6)?

A: He's a bully. He rarely facilitates training. He's skilled at identifying stuff we need to resolve but I believe he has his own issues that he can't deal with. Although I've made my share of mistakes, I've always met or exceeded expectations on my evaluations. (b)(6) refuses to deal with issues/conflict with me. During an "Ante" exercise (b)(6) said he didn't accept me as a member of the team. We developed a behavioral norm and a timeline by which this would be resolved and dealt with, but (b)(6) refused to meet or discuss the issue afterwards. One week before our First Partner's In Trust training, where I was supposed to facilitate with (b)(6) I asked (b)(6) for support in speaking with (b)(6) (approximately 3 months after he agreed to have the matter resolved). (b)(6) told her that he said that he accepted me with reservation (I didn't hear that). (b)(6) has repeatedly refused my emails requesting conflict resolution. He's singled me out as "failing" but I still don't know where I stand in this organization. I had to try to learn to "talk (b)(6)" meaning speak in a way that (b)(6) understands and responds to. He has ignored my verbal and email requests by saying, "I don't have time." I think I've made the belief changes necessary but he can't see it because he doesn't talk to me; he's unwilling to exchange dialog with me. The problem is that (b)(6) clearly has his own stuff he needs to resolve. He has behavior patterns as a facilitator that negatively impact groups as well. At Fort Hood, (b)(6) did speak with me to provide feedback in the moment. This feedback was quite valuable because it was behaviorally specific. I want to be clear that (b)(6) has a great deal of experience that is often useful to

Exhibit (b)(6) Initials of Person Making Statement 13 May 2012 Page 3 of 8

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

the group. However, I'm frustrated by how he chooses to treat me. Since the start of Fort Hood, (b)(6) has typically excluded me from conversation, but when he does engage with me, his tone and demeanor are much softer. He has not threatened me or my job since before Fort Hood.

Q: How would you describe (b)(6)?

A: She is extraordinarily skilled at verbal communications. She is against talking about her behind her back or questioning her judgment. I don't always trust the motive and trust the promise. The promise of additional training has not been achieved because of poor planning. I think that we have substantial structural and system related problems. (b)(6) views systems process and procedures as impediments. As a result, we might make them, but they last for only a short period of time. I think that (b)(6) truly wants to do the right thing and is committed to creating a culture of Trust.

Q: Have you ever heard that (b)(6) is or is going to be (b)(6) deputy?

A: Although I didn't hear it openly stated that he was the deputy, (b)(6) did say that (b)(6) would probably turn into the deputy if the position is ever opened.

Q: Did you receive adequate training at the TES-TF?

A: No, development doesn't exist. It's done on the fly, on the road, while with (b)(6) and (b)(6). There is no formal developmental process. There's no deliberate training and little or no guidance on what needs to be fixed. We have received some training, but it tends to be focused on developing self awareness. Little focus has been paid to developing core knowledge organizational development and applying this knowledge.

Q: Did you experience (b)(6) Timeline Therapy?

A: Yes. I thought it was voluntary but there's a vibe that the core of this organization is to overcome limiting beliefs and behaviorally prove that you can get over these. I am certified in Neuro-Linguistic Programming (NLP) but my certification still requires me to get a license to conduct this therapy.

(b)(6) was licensed to conduct the timeline therapy; she has been a certified therapist in the past but I don't know if she's still licensed. She gave folks the option of opting out. I enjoyed doing it so I never thought too much about it.

Q: Can you describe the Timeline Therapy?

A: It's a process of letting go of negative emotions so you can learn from mistakes and move forward with life.

Q: Did you ever hear anyone make a comment about PTSD being a choice? (b)(6) believes that mental illness is a choice and since PTSD is a part of mental illness, it's also a choice. (b)(6) commented (after Spectrum training) that PTSD and mental illnesses are choices. She stated that there were physiological components to mental illness, but at a certain point, it was an individual choice to get

Exhibit (b)(6) Initials of Person Making Statement 13 June 2012 Page 24 of 28

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

better. (b)(6) did disagree with her—but did not comment extensively on his opinion. (b)(6)

(b)(6) has asked me, "What's causing you to choose to be anxious?" While I believe there is some validity to this there are times when I cannot affect/control my anxiety. My lack of control of the Anxiety, or to choose a different path, as I tried to apply for the last couple of years, has actually intensified the anxiety and my self-doubt—I'm not good enough because I can't choose to be well and anxiety free and behaviorally allow it to be so.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No.

Q: Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: I've heard some discussion about that. I do know that they hired non-veterans when veterans were on the list.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No, it doesn't have sufficient structure. Structure that is developed is usually gone with a very short time. I think the thing that plagues us the most is a lack of structure, systems and processes. As a result, we make mistakes that we wouldn't have made. This caused more work to correct and is very inefficient. The leadership thinks of structure as a handicap so any structure will be gone. Planning is impossible, things change hourly. The organization is very reactive versus proactive. I developed some performance measures. (b)(6) has those for review now but they have not yet been approved.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: I don't always trust the motive and trust the promise because training has been promised but not achieved because of poor planning. I experienced things like (b)(6) publicly telling me (b)(6) and (b)(6) that he didn't accept us as part of the team. (b)(6) and (b)(6) have their own individual challenges and needs and don't tell us what they need. (b)(6) thinks folks understand her when they don't. (b)(6) has many good qualifications but managing a large organization is difficult for her. Even at the CDOC there was a lack of structure, clarify and the organization was always reactive. I am often frustrated because the TES-TF is not functioning at a very high level.

Exhibit (b)(6)



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Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

Q: Have you ever heard the term "Self-Select"?

A: Yes, I frequently heard it used. (b)(6) used it about employees that she wanted to get rid of but didn't want to go through the firing process. It's about creating an atmosphere that will encourage someone to "self-select" or resign; holding them accountable.

Q: Is there an A-Team/B-Team or perception of such within the TES-TF? If so, please describe.

A: Yes, there is an A-Team and B-Team. The B-Team is made up of folks that still have stuff that they do (behaviors) that may cause potential interference with their ability to facilitate. While it's a very subjective evaluation, B-Team members need to improve their behaviors, performance, attitude, and fully buy into the message. B-Team members are only sent out to train, which is the only way they get experience, when the leadership is in dire straits. I don't think B-Team members are given as many chances and opportunities to learn and grow as others on A-Team. We are not given the mentoring, coaching, or opportunities to learn from our mistakes. There are favorites; it falls closely in line with the A-Team/B-Team concepts. I have no idea what makes some the favorites. The hardest part for me is who is qualified and who is not; it's not transparent. If you are on A-Team, you're heard more, your opinion matters while being on B-Team I feel like I'm shut down, not responded to and not heard; it doesn't feel transparent. You just don't know what gets looked at, what's preferred, or what you're going to get. If you are oppositional or have issues with the Comprehensive Trust Assessment (CTA) or against how we do business or want more structure, then you get put into B-Team. The problem is that there are legitimate issues with the Comprehensive Trust Assessment (CTA) that need to be fixed. Instead of fixing them, we are trying to justify them or pretend that they are not issues. (b)(6) had that oppositional issue with the CTA, lack of structure, and lack of scientific processes. I worked with (b)(6) on putting together performance measure; they are with (b)(6) right now. However, the process of designing the performance measures was done in a vacuum without the appropriate resources to do them. It wasn't the correct process; we did not check the measure of validity of the performance measures.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: He left in August 2011. He made the decision to leave after a conversation with (b)(6) I think it was a question of integrity and education level. In one of the large group meetings with (b)(6) (b)(6) (b)(6) said, to the entire group, "I am getting the perception you don't want me here." (b)(6) said, specifically, that she had issues with his integrity (regarding sick leave) in the open group.

Q: (b)(6)

A: She was let go but it felt real suspicious that her firing was related to opposition to CTA, structure, etc. She was treated differently from others; reactive treatment. (b)(6) was very talented in

Exhibit

(b)(6)

5

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Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

several areas that were of potential value to the organization. She had some stuff going on and that did impact her ability to build relationships with the team. She had made some big improvements before she was terminated. So, I was confused about the reason for her termination. During the Wednesday Maintenance meetings, (b)(6) shared something that caused (b)(6) to react. It was regarding the PIT project. Both (b)(6) and (b)(6) were yelling but only (b)(6) got counseled; (b)(6) did not get counseled. In fact, I facilitated that conflict resolution and because I didn't stop the conflict soon enough, I was supposed to get counseled. There was another incident in which (b)(6) and (b)(6) had a confrontation but only (b)(6) got counseled; (b)(6) did not get counseled. Both (b)(6) and (b)(6) reacted in the exact same way and both were at fault. The same exact behavior by both but leadership was very reactive to something not needing reaction. Others who mess up don't get counseled. Within a week of (b)(6) termination, (b)(6) had a meeting with the team to warn us to be careful writing anything for (b)(6) because anything you write can be legally binding and you can be sworn to testimony. I received emails from (b)(6) and (b)(6) asking for information. I was concerned about my own job and the survival of the TES-TF; that's the reason I didn't write a letter for (b)(6)

Q: Did you or anyone at the TES-TF request to telework?

A: I requested telework and (b)(6) turned it down because of need to be collaborative, the laboratory environment, and because we have meetings on the fly. She said that she can't have telework and she'd like to have it as well.

Q: How much time do (b)(6) and (b)(6) spend in the office?

A: (b)(6) is in the office approximately 1-2 days a month and (b)(6) is in the office approximately 5 days a month.

Q: Do you have anything else to add to your statements?

A: (b)(6) makes comments about his research on trust and saying that there has been no research on trust since the early 2000s. In fact, (b)(6) and (b)(6) both make that claim in public and yet I told (b)(6) and (b)(6) that is an incorrect statement since trust has been researched for many years. Neither (b)(6) nor (b)(6) value precision based on what is recommended in literature but what has worked for them in the past. Best practice discussions are verboten; it makes them think you are trying to shoot holes in them. In fact, I believe it is the reason that (b)(6) was not in favor. I just want systems and processes put in place to simplify things. I want everyone to be valued for their strengths and for it to be OK to have more than one perspective. We teach it but don't always practice it. There are multiple ideas that differ from (b)(6) and (b)(6) methodology.

Exhibit

(b)(6)

Initials of Person Making Statement 3/2/12 Page 7 of 8

Date: 8 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organization Dev Spec

Organization: TES-TF, JBLM

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 8. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit

(b)(6)

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# Section K

Date: 8 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

8 MAY 1100 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since June 2011.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm a Management Analyst (MA) and I do Organizational Development (OD) work as well. I don't know what my PD says, I guess it authorizes me to do OD work but I assume it falls under, "Other duties as assigned." I think my PD states that 10-25% of my time would be spent traveling. I have a background in Military Police Investigations and I was a Criminal and Intelligence Analyst in the past and I volunteered to do OD work. I like working on the OD side and received specialized training here at TES-TF to assist me. It's a challenging mission. Teaching Trust is a challenge because of much resistance from the audience to a new way of thinking. Many in the audience just think that this is the flavor of the month and have a wait and see approach and resistant attitude and many are very supportive. I think the work environment is OK.

Q: Is (b)(6) your supervisor?

A: Yes, he supervises three Management Analysts. He is a GS-13 Supervisory and evaluates all of the Management Analysts, he also does OD work as well.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: We were highly requested to do the journals. I didn't like doing them but I thought it was appropriate and valuable. It allowed those without inter and intra-personal skills to understand who they are inside and how they operate with others. In the Journal we were asked for feedback on basically four (4) questions about our daily activity or interactions with the group. Questions 1) What did I learn? 2) What did I learn about the team? 3) What did I learn about myself? And 4) How do I apply what I learned? (b)(6) has the clinical background to allow her to read the journals. I received several comments like, "Dig deeper," "do more" and "great observations".

Q: Did you question why (b)(6) was reading and commenting in the journals?

Exhibit K

Initials of Person Making Statement

(b)(6)

Page 1 of 5

Date: 8 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

A: No, he was the training director and worked with (b)(6) on other similar occasions. What I put in my journal we were told would not be discussed with the group or held against us. If there were incidents where I was not able to approach someone about something and I wrote about the incident in my journal, (b)(6) and/or (b)(6) would give some advice on ways to resolve a situation or maybe ways to better approach that person about something that was said, an incident or specific situation. For me I'm more direct so if I was involved in an incident which I was, I simply approached that person to resolve it myself like I always have... For others in the group from what I understand and witnessed that the feedback from both (b)(6) & (b)(6) helped them better manage a situation and/or approach a colleagues about a situation.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Not verbatim, (b)(6) stated something like, "You mentioned certain things in your journals." He has mentioned several comments about the journals in general but nothing specific unless he asks the person "do you mind if I share" before he related the personal journal information. If information was ever discussed, if it involved another person it was not brought out in the group unless they agreed. Some members told him, "NO!" and he moved on without discussing specifics. I did not observe him discussing journal information without approval.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: Not aware of that.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I don't know anything about it.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events?

A: We were told to present a professional image. You need at least one jacket. She said that she preferred blue, white, maroon, black; the colors of Army Medicine. I asked about the colors and (b)(6) said that it was not required. I heard, (b)(6) tried to get everyone to buy Hawaiian shirts while they were out there training. Perhaps, before I arrived, this may have been a mandatory requirement but I never thought of it as such.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

Exhibit

K

Initials of Person Making Statement

(b)(6)

Page 2 of 5

Date: 8 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

A: No. I know some of the members of group have questions on how the GS-11's & GS-12's were selected. I didn't know only that if it was offered as an 11 or 12 on USA Jobs that's what you applied for...

Q: Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: Never heard about that.

Q: Did you hear anyone make a comment about PTSD being a choice?

A: (b)(6) and (b)(6) both think that PTSD is NOT a choice and it affects people differently. It's what people choose to do once they find out they have PTSD.

Q: Did you experience (b)(6) Timeline Therapy? If so, can you describe it.

A: Yes, we did this along with (b)(6). No one was required to do this; you could opt out of this training it wasn't required. It's a technique of looking at incidents in your past to get rid of habits and distractive behavior that could affect someone as a facilitator. With my background in Special Forces, on active duty we did training associated with specific energy that can/is emitted from everything. So with TES-TF, I was attracted to an aroma room where rocks were placed in various locations in a room to see if we could detect any energy being projected from the stones. To me this was similar to training where in SF we would try and feel/get a sense when we were being watched from behind kind of like when you feel the hair stand up on the back of your neck that you can sense something is there... This was a attraction for me because if I could feel that energy and that same feeling I experienced entering a room to train if it let me know that the audience was going to be hostile or resistant I as a facilitator would be able to react and use that feeling to let me know that I will need to do more rapport building for example before I get into content. I thought the training was valuable and appropriate. There was no pressure to do it.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: In my opinion it's more reactive than proactive. It's not as structured as I am used to. I'd like to see more structure. It would be helpful to have more structure. I know they've developed a strategic plan because we've been briefed on it. One of our goals is to train over 72K Army Medicine personnel in two years; I haven't seen the development of a complete plan on how to get there. No one's ever done "Culture of Trust" training like this before in the Army on such a large scale. No other Trust training to affect an entire culture. We are looking at how Trust impacts the staff and effects patient care. One of

Exhibit

K

Initials of Person Making Statement

(b)(6)

Page 3 of 5

Date: 8 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

the tools we use is the Comprehensive Trust Assessment (CTA). It uses approximately 147 questions across 6 tenets and 6 behaviors. It was created and tested before I arrived but I'm not sure of the entire process used to validate before my arrival. I took the CTA myself.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No not to my knowledge, as for looking for other employment I'm not aware of anyone in particular but this is just a term position and is scheduled to end in about 24 months so it could be possible.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: No, She was very capable. I was her partner for a couple training sessions when she first arrived. She said that we weren't organized enough for her and she was, "a square peg in a round hole." She was not happy here.

Q: (b)(6)

A: She had her moments and I felt she was capable. She has great writing skills but liked to question everything. During my first month here (b)(6) mentioned she wasn't comfortable working with (b)(6) (b)(6) don't remember why at the moment but that caused an emotional situation that day.

Q: (b)(6)

A: Her ideology clashed with (b)(6) many things were similar but not the same methods or delivery (b)(6) was looking for. They just didn't get along. There were incidents where (b)(6) wasn't accepted by (b)(6) and (b)(6) for whatever reason? During some of our training we had an opportunity to gage members of the group and accept them as they were or with reservations they accepted her with reservations. I hope she comes back.

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: No.

Exhibit K Initials of Person Making Statement

(b)(6)

Page 4 of 5



Date: 8 May 2012 Time: 1100 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Management Analyst

Organization: TES-TF, JBLM

Q: Do you have anything else to add to your statements?

A: No, only that this is a valuable mission to help patients, soldiers and Army Medicine as a whole and we will obviously be challenged along the way because we are doing something different. Culture Change is definitely not an easy road to travel especially working with 72 thousand members and old Army traditions.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit K

Initials of Person Making Statement

(b)(6)

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# Section L

Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organizational Dev Spec

Organization: TES-TF, JBLM

9 MAY 0900 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Today is my one year anniversary; since May 2011.

Q: Can you tell me a little about what the work you do there and about the work climate/environment?

A: I am an Organizational Development Specialist; GS-12. I like the work. There's training and team building. It's going well, challenging but there are things that could be better. We signed up for 75% travel. Recently, the travel has stretched us pretty thin. I was the lead for Fort Hood and so, my presence was needed for the entire time.

Q: Did you get any initial training to prepare you to serve as a DoD employee?

A: No.

Q: Do you think of (b)(6) as (b)(6) Deputy?

A: Somewhat; he was never announced as such but I get that feeling that sometimes he is. He's involved in the decision-making and the strategic part of the TES-TF. He helped with scorecard development with (b)(6). He's more over the Management Analysts but he does cross-over work in OD as well. We need him in OD because all of the ODs do not yet have the skills needed to go out.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs and if so, would you say it was mandatory or voluntary?

A: We did them weekly. It was different for different people. The word "mandatory" was not used but it sure seemed like that. I thought it was valuable for me. It was intra-personal work. We had to write about what I learned today, what I learned about my team today & what I learned about myself today. The philosophy behind it is one that I agree with. I have my Master's in OD and Leadership and we did this type of intra-personal work in my Master's program. In my Master's degree program we did this at a deeper level to understand your behaviors. To do this type of work, you have to be able to know and control your emotions.

Q: Did the journal writing help everyone?

Exhibit L Initials of Person Making Statement (b)(6) Page 1 of 6

Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organizational Dev Spec Organization: TES-TF, JBLM

A: No, it wasn't for some because they didn't know how to write or found it uncomfortable. If they find it uncomfortable or have paranoia about sharing personal information, they need to find another way to get to that same outcome. Some folks (b)(6) shared with me that they didn't like writing the journals and that after having told (b)(6) and/or (b)(6) that they didn't want to do the journals, they still said that (b)(6) and (b)(6) told them that they had to continue writing the journals.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: I didn't personally because I saw him as the training director, as in an assumed leadership role.

Q: Since (b)(6) wasn't a supervisor what credentials does he have to read the journals?

A: I don't know if (b)(6) had a degree but he has years of experience as an OD. He uses his real life experiences.

Q: Do you have any experience where any information in the journals was shared or publically discussed?

A: No. We were committed as a team and we had a group norm that we would address internal issues within 24 hours. So, if someone didn't address personal conflicts, it could be brought out in discussions.

Q: Do you believe or know of any instances where this information was used as part of anyone's annual appraisal?

A: No.

Q: How would you describe (b)(6)

A: He has many years of experience and as far as OD, he has many real life experiences. He's very serious about and committed to this work and low tolerance for people who are not committed.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No. I've heard him say that his position is to evaluate the training strength of the team. I've heard him say things like, "In my opinion, you're not cutting it and I will be telling (b)(6) about that," and "You're not competent enough and this is your last opportunity to meet the standards."

Q: Did you ever hear (b)(6) become belligerent or make inappropriate sexual comments/jokes, etc?

A: No, but perhaps dirty joking. While at Fort Hood we inadvertently went to a restaurant where the waitresses were scantily dressed, called "Tilted Kilts." The next day he joked with (b)(6) about taking him there. The "Tilted Kilts" is a place where the women are scantily dressed.

Exhibit L Initials of Person Making Statement (b)(6) Page 2 of 6

Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organizational Dev Spec Organization: TES-TF, JBLM

Q: How do you evaluate (b)(6) as a facilitator?

A: He's a GS-12 and he can't lead a team. His strengths are not in OD. He's not where he needs to be as a GS-12—he can't lead a team. He needs to do intrapersonal work on his own and our Director needs to provide some training. That training is not being regularly provided. I don't know if he's been given the guidance he needs but I know that he gets tons of feedback on what he needs to improve.

Q: Do you remember the incident at FT Hood where (b)(6) bought drinks for everyone after FT Hood training except for (b)(6)?

A: He bought for those facilitators who facilitated that day's training and didn't buy for (b)(6) because he didn't participate in the training because he arrived there late and missed the first day of training. When he arrived at FT Hood late, he said that it was because when he arrived at the airport ticket counter, he wasn't ticketed. For some reason I didn't believe him and I told him that.

Q: What evidence did you have not to believe (b)(6) story?

A: I didn't believe him because it seemed very odd to me and it didn't add up. There was reason, in my mind, to question him. I told him that because honest is really big to me.

Q: Is there a high level of trust among the team?

A: There are different levels of trust within the team and among the team. We are working towards a higher level of trust.

Q: Have you ever experienced if (b)(6) doesn't like someone he shuts them down?

A: He's very selective of his time but I've never heard him shut anyone down.

Q: Did you experience (b)(6) Timeline Therapy? If so, can you describe the Timeline Therapy as it was conducted and tell me whether you thought it was mandatory or voluntary?

A: It was conducted in approximately Jun or Jul 2011 and a part of a chunk of training. It was voluntary. It is a non-traditional method of a way to look at and rid yourself of limiting beliefs. It's similar to "Guided Visualization." We sat in the training room at MAMC in a semi-circle. (b)(6) led Neuro Linguistic Programming and Timeline Therapy. The NLP techniques include matching and mirroring, building rapport, etc. Timeline therapy was a process where you visualize yourself above a timeline and think of the first time you were angry, learn from it, and then let it go. I had no problems with it. Some said that they didn't like it or it didn't work for them.

Q: Did you have any concerns that this was therapy and not training and should possibly be done in a clinical environment?

Exhibit L Initials of Person Making Statement (b)(6) Page 3 of 6

Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organizational Dev Spec Organization: TES-TF, JBLM

A: Timeline therapy is self-awareness work. Maybe there could possibly be some risk to cause some to experience significant emotional events but I don't think that happened; not that I know of? I had no concerns about it being done outside of a clinical environment. I never did Timeline therapy in my Master's degree program.

Q: Do you have any information about (b)(6) PhD?

A: I don't know what her degree is in but I know that it had something to do with trust and the Trust Model is an offspring of her research.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No. It doesn't even seem possible.

Q: Do you know whether (b)(6) discussed a desire/preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: I don't even know how you can; it doesn't seem possible. I know I was on the list.

Q: Does the TES-TF have enough structure?

A: No, it could use more. In our processes; how we do things. I'd like to see a little more rigid training schedule (internal and external).

Q: Does it have vision, mission, goals, performance metrics, objectives, BSC, etc?

A: We do have a vision, mission, roles and performance metrics.

Q: Do you think the work environment in the TES-TF is intimidating?

A: No, that doesn't fit for me. Others may see it differently because of interpersonal issues and conflicts with (b)(6)

Q: Do you think there's toxic leadership?

A: No.

Q: Do you think there's anyone who left because of the work environment? Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

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Initials of Person Making Statement

(b)(6)

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Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Organizational Dev Spec

Organization: TES-TF, JBLM

A: She's on medical leave and probably won't come back. She's not a good fit for this organization, in my opinion. She's a good platform trainer but not a good facilitator.

Q: (b)(6)

A: Her skill sets are not in things that are dealing with people; her skill sets are in analysis and research. She did help with MA work. I understood that she wanted to do the OD work. Personally, I had a lot of conflict with her. She was the project lead for the curriculum development and she told me that I needed to work on my control issues. We conducted a sit-down conflict resolution with a neutral party and her perceptions of me didn't fit my perceptions. She got loud, yelled and I got loud. Her perception of me didn't fit and no matter what I said, she didn't agree. She didn't trust what I was saying about my intent and vice versa. I would say we had a low trust relationship. It worsened when I saw her keeping a notebook documenting all that was going on in the office. I notified (b)(6) about what I saw because I was unsure if I should address the issue with (b)(6) as we already had an outstanding issue. Later, I admitted, to (b)(6) that I read her notebook because I saw my name and I asked her why she would do that. I didn't believe her response.

Q: Can you describe (b)(6)?

A: She's smart, very perceptive and has many different skillsets; both traditional and nontraditional skillsets. She's very direct. There's room for improvement in holding people accountable. She has tons of patience and gives a lot of opportunity and much verbal feedback but not much formal/written counseling. As a leader, she invests in her people.

Q: Do you have any office get togethers?

A: Yes, we've had a few potlucks and birthday celebrations. We try to do all of the birthdays. (b)(6) tries to help everyone remember birthdays. We've done about five birthdays in the last year. (b)(6) took up funds for cards, etc.

Q: Do you believe there is a perceived A-Team and B-Team at the TES-TF?

A: Yes, I can see where it's a perception. It's my perception that A-Team is the group of members who go out regularly because they have the skills to get the job done; that's my perception. Either you're on that team or you're not.

Q: If I'm on B-Team, what do I need to do to get to A-Team?

A: The support from your leadership and practice that you can do on your own. There's training that's been done. To get from B-Team to A-Team one needs to do more practicing on their own and receive more training. They need mock training to get the feedback they need and training on the road. It's Exhibit L Initials of Person Making Statement (b)(6) Page 5 of 6

Date: 9 May 2012 Time: 0900 HRS (PDT)

Name: (b)(6) Grade: GS-12 Organizational Dev Spec Organization: TES-TF, JBLM

risky to take them on the road although some of that has been done. But, the more the training schedule picks up, the harder it is to provide that training.

Q: How much is (b)(6) in the office?

A: Not much because her presence is tied to our team readiness as well. We aren't where we need to be with the team.

Q: How much is (b)(6) in the office?

A: More so than (b)(6)

Q: How about the wearing of specific colors of clothing?

A: All I can tell you is that we almost always have to wear professional dress when we go out on travel. The suggested color scheme was gray, white, black and maroon; the Army Medicine colors. The Director made it very clear not to buy new clothes.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 6. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

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Initials of Person Making Statement

(b)(6)

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# Section M

Date: 11 June 2012 Time: XXXX HRS (PDT)

Name: (b)(6) Grade: GS-12 Management Analyst Organization: TES-TF, JBLM

These are my recollections and accurate summary of my verbal responses to questions from (b)(6) (b)(6) during an interview conducted at 1100, on May 9, 2012, at Joint Base Lewis-McChord. (b)(6)

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: One year.

Q: Tell me what you think about the TES-TF and how do you like working there? What do you think about the command climate?

A: I'm a Management Analyst but I do some Organizational Development (OD) work, as well, because I like it. I think the climate is good. Mostly everyone gets along, more so than other places. (b)(6)

Q: Is (b)(6) your supervisor?

A: Yes.

Q: Is he (b)(6) Deputy?

A: No. He's been the Acting Deputy a few times when (b)(6) was TDY. Others have also served in that acting director capacity. (b)(6)

Q: Would you describe the leadership as toxic? Have you heard anyone say that there's toxic leadership?

A: No and no one's said there's they feel it's toxic. I don't think the word "toxic" is a well defined term.

Q: Were you involved in the journal writing experience and if so, did you like it?

A: Yes, I was requested, but it wasn't my most favorite thing to do. (b)(6)

Q: Did you think it was mandatory?

A: While it wasn't mandatory to submit the journals it was highly encouraged. I do not remember hearing leadership say, "You have to turn them in" but I don't think there were any repercussions for not turning them in. (b)(6)

Q: What kind of comments did you get in your journals?

A: Most of the comments were helpful and valuable, for the most of it. (b)(6)

Q: Did you ever question why (b)(6) was authorized to read your journal since he wasn't a supervisor?

A: No.

Exhibit M Initials of Person Making Statement (b)(6) Page 1 of 3

Date: 11 June 2012 Time: XXXX HRS (PDT)

Name: (b)(6) Grade: GS-12 Management Analyst Organization: TES-TF, JBLM

Q: Did you ever hear anything about employee's personal information discussed in an open forum?

A: ~~It happened one time an employee spoke up in a meeting that personal information identifying them was being discussed~~ but I don't recall any of the specifics of that incident. (b)(6)

Q: Do you know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: No.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: No, I don't know anything about that. ~~It's advertised as a Ph.D. but I don't know her background.~~ (b)(6)

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: The discussion was that it was not a mandatory but a suggestion. It was suggested that we wear burgundy and gray, the Army Medicine colors, for presentations. I selected and wore a blue suit. No. (b)(6)

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No.

Q: Do you know whether (b)(6) disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: No, ~~just discussion that if more positions open up, those without Veteran's Preference will have to compete for all positions.~~ (b)(6)

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: Yes, I know we have them and I know them in general but not in specific.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment? For example, do you know why (b)(6) (b)(6) (b)(6) and (b)(6) left?

A: No. I know some people left and I think it was because they did not think the job was a good fit for them, or for other personal reasons. My understanding is that (b)(6) may have left to have a (b)(6) medical procedure. I think that (b)(6) left because this job was a hard fit for her; she probably (b)(6) wanted more structure. We're a brand new start-up operation. and this initiative doesn't fit within a (b)(6) structured environment. (b)(6)

Q: Do you think the TES-TF has structure?

Exhibit ✓ Initials of Person Making Statement (b)(6) Page 2 of 3

Date: 11 June 2012 Time: XXXX HRS (PDT)

Name: (b)(6) Grade: GS-12 Management Analyst Organization: TES-TF, JBLM

A: I think it has enough for the goal.

Q: Do you see your organization getting bigger?

A: Yes, I do.

Q: Are a lot of people doing overtime right now?

A: There's a lot of compensatory time on the TDY trips.

Q: Are there sufficient analysts?

A: Probably not.

Q: How do you describe (b)(6) and how often do you see him?

(b)(6)

A: My understanding is that he's the Director of Human Systems Transformation at OTSG. He was down here last week. We see him about every 90 days.

Q: Do you think that there is a TEAM A & TEAM B within the TES-TF?

(b)(6)

(b)(6)

A: I've heard seen that used to identify work assignments, based on where the people go, when multiple teams are working at a single site. (b)(6)

Q: Do you have anything else to add to your statements?

A: No.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE \_\_\_\_\_. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

*JUN 11, 2012*

(Signature of Person Making Statement)

Exhibit L

Initials of Person Making Statement (b)(6)

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# Section MC

Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

9 MAY 1400 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: Can you tell me how long have you been assigned to the TES-TF and how you think things are going there?

A: I celebrated a year a few weeks ago. I'm an OD Specialist and I facilitate and coach people into looking at how they interact within their community. I think it's going well. We're just starting to gear up and really get towards the mission. We've spent some time putting together all the materials and curriculum for such. Now, it's pretty exciting to get out there to see the results from the folks. I get my drive and reward from the energy from seeing the results. In many cases, the group comes in skeptical and bitter in the morning and by the afternoon we see an improved attitude and they are committed to bringing back a development plan for themselves and their team. I am at Fort Leonard Wood right now with (b)(6) (b)(6) and (b)(6)

Q: How would you describe the Command Climate at the TES-TF?

A: I would say it appears pretty good. A lot of time they're dispersed throughout different organizations. So we can spread the leadership around, if that is needed.

Q: Are you talking about the Command Climate at FT Leonard Wood?

A: No, no, within the task force. Is that what you asked?

Q: Yes, I did but you lost me when you said between the Command group and the staff.

A: I meant Command climate between our supervisors or those who have some type of positional authority which really, on our task force equates to three folks, (b)(6) (b)(6) and (b)(6). So, that's my impression, that there's cohesion between those three and with the staff and them, multi-directional.

Q: Do you see (b)(6) as a supervisor?

A: No, he's not but to clarify, he's got a positional authority and that's how I take it. I don't report to him or anything like that but he's my training director and I look to him for guidance, if I need it, training directive, essentially coaching and things like that. I don't come to him for supervisory things.

Q: How about (b)(6) I know he's not your supervisor but is he a Supervisor?

A: Yes, sure in a manner of speaking. He's coded that way and he's certainly a GS-13. So, yeah, I do.

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Mc

Initials of Person Making Statement

(b)(6)

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Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: So, he's coded as a supervisor?

A: I believe so.

Q: Is (b)(6) the Deputy?

A: No, he's coded as the supervisor for the other three Management Analysts.

Q: Were you ever in any meetings where it was stated that he was (b)(6) deputy?

A: No.

Q: Can you tell me a little about the journal writing?

A: I attributed this to a huge part of my personal growth. I took it home each day and used it as a resource to take in what I was thinking. It is a historical document of where I've been. It's very effective at doing intra-personal work, "cleaning up the inside." It forces us to look at our day, how we operate and how we're behaving. It's like a mirror. The comments were very helpful. They provided a different perspective/lens. I received encouraging comments like, "Keep it up" and "You're heading in the right direction." I don't look at any of the comments negative; I considered every bit of it coaching and mentoring. They were very supportive and encouraging.

Q: Did you think the journal writing was mandatory?

A: I knew I had a choice because our director is much about us having our own choices, more so than I ever experienced with any other supervisor.

Q: Do you ever remember hearing a comment about having to turn the journals in?

A: I don't remember that comment. I don't remember anyone getting scolded or talked to for not turning them in.

Q: Did you ever question why (b)(6) was reading and commenting on the journals since he wasn't a supervisor?

A: No, I didn't. I never questioned that. I just saw it as another resource, a different perspective. I didn't have any concerns about him seeing my personal comments.

Q: Can you describe (b)(6) personally and professionally?

A: Very supportive, very encouraging and a wealth of knowledge. He's a well-rounded person with a lot of wisdom and a lot of experience. He provides guidance. If he can coach or redirect, he provides guidance and doesn't always sweeten it with sugar but it's almost always noteworthy and very valuable.

Q: Have you ever heard (b)(6) be belligerent with others?

Exhibit MC Initials of Person Making Statement (b)(6)

Page 2 of 8

Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

A: No, I've never heard that.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: No, if it happened, I wasn't there. If it happened, it wouldn't have been in a large group.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: No, I don't.

Q: Do you have any information regarding (b)(6) Ph.D. and where she got her degree from?

A: I think it's something in the Philosophical or Psychological. I don't know anything about where her degree came from.

Q: Can you tell me about the Timeline Therapy?

A: It was an optional training. I don't recall if everyone attended or not but I know that everyone had the option. It took place at MAMC; probably around July or August. You could've left in the middle of training if you realized it wasn't of benefit to you.

Q: Can you tell me a little about this request or recommendation to wear specific colors of clothing during training events?

A: Actually, I remember sitting in on conversations, early on, I was one of the first folks to join this new team. We had conversations where it was stated, deliberately, that we don't have a clothing allowance or budget and if you have anything with Army Medicine colors, work with what you have. I remember (b)(6) specifically saying, definitely more than once or twice, that she didn't want folks going out shopping and spending their own money buying Army Medicine colors. I've worn different colors and haven't been judged or talked to about that.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No, not at all.

Q: Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: No, I don't know anything about that.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

Exhibit MC Initials of Person Making Statement

(b)(6)

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Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

A: Yes; they have them. I've seen them; I recall them. I know we want to train all of Army Medicine within 18-24 months. We want to model Accountability, Congruency, Transparency, Integrity, Voice, and Engagement (ACTIVE). In five years, I believe the TES-TF will have completed most of the initial training and we'll be doing sustainment training.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Definitely not.

Q: Do you think there are other members of the team that think it's toxic or intimidating?

A: There might be; I haven't heard anyone tell me that they think it's toxic or intimidating?

Q: Do you know if there are any TES-TF members who recently resigned or are seeking employment because of the environment there?

A: No.

Q: You know some people recently resigned, right?

A: I didn't know that; I didn't know they resigned.

Q: You didn't know that (b)(6) resigned, that (b)(6) resigned, and, depending on the final outcome, (b)(6) resigned?

A: I knew that (b)(6) did and (b)(6) oh, I mean (b)(6) resigning.

Q: You knew about (b)(6) resigning?

A: I wasn't sure of what the conditions were, specifically, on that situation?

Q: Do you think any of them left because of the environment there or do you think they left for different reasons?

A: I think they left for their own different reasons.

Q: If you were the leader of a team where 25% of the team left within the first year would you be concerned?

A: If it wasn't OD, I'd probably look at that.

Q: Why is OD so different?

A: Because it's a different animal. There are some things that you have to be able to do. You have to be able to do some work. It's not just like being a trainer. It might be harder, I don't know.

Exhibit MC Initials of Person Making Statement (b)(6) Page 4 of 8

Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: How much experience do you have doing OD?

A: With the actual title, just for this job. I also had a consulting business, prior to this, but I didn't have the title OD specialist.

Q: Is that what your degree is in?

A: I have a Master's in Psychology.

Q: Is that what you did in the Air Force?

A: No, I was an Operations Resource Manager.

Q: Sounds like you don't have a lot of experience as an OD Specialist but you're saying it's different and some people just aren't as good at it?

A: I'm just saying that a lot of people were hired with training abilities and facilitation abilities and I bring a lot of that to the table. However, after we're brought on board we're coached and mentored towards being able to do the OD thing, like team building conflict resolution, and partnering. Those are the OD components. That's the piece that's different from being a trainer and facilitator, which I have 12 years of experience, if I look back and counted.

Q: Do you know what their specific reasons for leaving were?

Q: (b)(6) Why did he leave and what is your opinion of his performance?

A: I know that he found other work pretty quickly.

Q: What is your opinion of (b)(6) performance?

A: I was aware of a situation where he inappropriately flirted with a female one of our potential clients and I wouldn't rate his behavior as appropriate for the workplace. He also made a comment towards me that wasn't highly appropriate. I don't have a huge fondness of him belonging on the team, behaviorally just because that's not a message we want to portray out here training. If someone wants to flirt, or whatever their intentions are, that wouldn't serve the team very well, in my opinion.

Q: (b)(6)

A: She said she wasn't a right fit for the job, something to that affect.

Q: (b)(6) What is your opinion of her performance?

A: In my opinion, I'm not sure that she really was dedicated to it or wanted to be part of the team. It wasn't my impression that this was something that she felt passionate about.

Q: Could she do the work?

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MC

Initials of Person Making Statement

(b)(6)

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Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

A: I think that maybe, questionably. She did some things that I don't think would be affective or look good. Behaviorally, she would make a lot of snide remarks about people on our team or about our leaders. For someone to over hear that, it would be pretty harsh for the team. She also yelled, there were at least two or three incidents where she screamed very loudly and the behavior was very unprofessional and inappropriate.

Q: I understand that you and (b)(6) had an incident that had something to do about a potential threat in the workplace; can you tell me about that?

A: Let me see what I can say. I'm not sure what I can say, legally. I'm not sure if I can talk about it after I brought it to the awareness of a supervisor. I'm not sure.

Q: There's no legal issue going on right now reference ~~that~~ that I know of; unless you know something that I don't know about?

A: I don't know of anything. I'm just seeking guidance from you if I'm cleared to talk about it, then, sure I can explain what happened.

Q: Can you please?

A: Yes, sure. We were having a conversation and (b)(6) said that she empathized for the man who shot and killed a park ranger at Mount Rainer. She told me that she had PTSD and it was troubling her because she empathized with him (the shooter). That frightened me.

Q: Why did it frighten you?

A: Because she had been thinking about it a lot and was thinking about him. With that coming right after telling me about PTSD, I was frightened.

Q: I still don't understand why that frightened you. Were you afraid she was going to lose it?

A: I didn't know how to respond to that. We had already had a couple of incidents where she got loud and didn't seem to have control of her actions or how she was reacting.

Q: In some of the incidents where you had some disagreements, did you also raise your voice and yell?

A: I raised my voice; I did not scream or yell, but I did raise my voice on one of the occasions.

Q: Some people indicated that you were both getting loud and (b)(6) was chastised and you were not. Is that true?

A: As I was providing feedback on what I was observing, I raised my voice only because I was passionate and emotional about what I was saying. I would definitely not say that I yelled or screamed.

Exhibit MC Initials of Person Making Statement

(b)(6)

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Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: Was it appropriate that your loudness was considered passionate while her loudness was considered differently?

A: My intentions are out of accountability and passion and not out of trying to make somebody wrong or chastise them. I agree that there are different perspectives on what took place.

Q: After you felt frightened, what did you do; did you talk to her about it?

A: After I felt frightened, I did not talk to her about it. I sat with it and thought about it. It was starting to build that evening. I thought that I should tell someone because it didn't feel right that I was the only one sitting with this; like a heavy weight. So, the next morning, I went in to see (b)(6) our Acting Director at the time, closed the door and cried. I didn't know what to do with it because I needed to hand off this heavy weight. After that, I understood that it was looked into and cleared within a day or so. I don't really know what took place after that.

Q: Did you ever talk to (b)(6) about that afterwards?

A: No, we didn't.

Q: Did she ever confront you about it or did you guys just drop it?

A: We just tried to kind of drop it. She didn't try to talk about it or anything either.

Q: Were you able to work together?

A: Yes, once I got the thumbs up that it was all clear, it was like, OK, and I'll just press on with work.

Q: (b)(6) Do you think she's coming back, what do you think is her situation, and should she come back?

A: I'm not sure if she's coming back. I know that she had some complications with her surgery and I heard her recovery time is longer than they anticipated because of the complications with the surgery. I asked (b)(6) how she was doing. I don't really know the state of it or when she's coming back.

Q: Do you think she should come back?

A: Yes if she's able to physically. It's been so long. Yes, I think she should.

Q: I think you know that she had some problems adjusting or did not agree with the environment there, correct? Do you think that would've led you to believe that she thought it was a bad environment?

A: The impression I got was that there were some things in her past, incidents where she got injured, where she discussed not being able to trust in some situations. In a very emotional way, she discussed some of her incidents of her deployment.

Exhibit

MC

Initials of Person Making Statement

(b)(6)

Page 7 of 8

Date: 9 May 2012 Time: 1400 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: Did you know that she retired without any PTSD; did you know that?

A: No, I hadn't thought about it.

Q: She didn't say that to the group?

A: I didn't hear that; that she didn't have PTSD? I didn't assume either way.

Q: You said she had some things in her past that were problematic?

A: I am describing the behavior that I observed; that's what I can describe. That's all I saw.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 8. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit

Mc

Initials of Person Making Statement

(b)(6)

Page 8 of 8

# Section N

Date: 09 May 2012 Time: 1600 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Spec Organization: TES-TF, JBLM

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since October 2010.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm an Organizational Development (OD) Specialist. I conduct interviews and facilitate. Things are going very well; this job is exactly what I was looking for. It has challenged my development.

Q: Were you required or requested to submit weekly journals?

A: Yes, it was a self-awareness activity to make annotations in journals about what we learned about ourselves and our work. I didn't like the writing part but I enjoyed seeing my learning on paper.

Q: Did you think the journal writing task was mandatory or voluntary?

A: I didn't think it was mandatory because many times I didn't turn in my journal but yes, there was an expectation that everyone had to do the journal. Not doing it was also an option.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: I believe that (b)(6) said something similar to, "I know there are some issues within the team that you are not addressing."

Q: Do you know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: No, I've not heard that and I don't know if I believe that, but no?

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I can't remember if it is a Doctorate in Psychology or Psychiatry. She mentioned it to me, maybe, twice but I don't know where she went to school.

Q: Did (b)(6) ever speak about or share her dissertation with you or the team?

A: I believe she did research on "Trust," "The Impact of Trust," or "Behaviors of Trust".

Q: Did you do the Timeline Therapy and if so, can you tell me about that?

A: No, I did attend but did not participate; I just sat there. I didn't get anything out of it because it conflicted with my faith and my beliefs. That's not something I buy into. I felt like it was OK not to participate because (b)(6) made it clear that you did not have to participate.

Exhibit N Initials of Person Making Statement (b)(6) Page 1 of 5

Date: 09 May 2012 Time: 1600 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Spec Organization: TES-TF, JBLM

Q: Did you have any concerns about the team doing therapy in that environment without the appropriate clinical expertise?

A: No, because she made it very clear that it wasn't mandatory. I understood that (b)(6) had experience or credentials to do this therapy.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: There were 3-4 different conversations about wearing specific sedate colors and about not wearing bright colors as a way to build rapport. For example, blue, black, or gray were considered appropriate colors. However, (b)(6) said, "I'm not asking you to buy something new." From day one, we constantly reiterated that we are individuals, free willed beings with a choice and anytime we had any confusion it's upon us to ask for clarity.

Q: Do you have any experiences or evidence that the leadership engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No; I was never aware or heard of anything like that.

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: No, I don't know anything about that.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, metrics, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: Yes, the TF is not a stand alone. We fall under Army Medicine & there's structure there. We have a mission and vision. We have measurable individual performance objectives. I've submitted mine and have had it returned to be to be sure to include how they would be measured; smart goals. We reside in the Army Medicine BSC (5.0 & 5.1). There are some specific measures behind these.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or some members are actively searching for new employment?

A: That's a loaded question if I can be transparent. I don't know why people are leaving.

Q: Have you heard any people tell you why they are leaving?

A: Yes, one person, (b)(6) told me, "This isn't the right fit for me and it doesn't fit my values." I've had another person say that they were leaving because of all of the traveling. (b)(6) said that she was looking for another job because of schedule and not being utilized correctly. (b)(6) talked about looking for a new job because he needs to spend more time with his daughter because he's a single parent. I don't know why (b)(6) left. I attempted to have a conversation with him about it but the only thing I walked away with was that he wanted to go back to school, the travel schedule did not permit that, and he wanted to be more available for his daughter. I don't know why (b)(6) left but I heard that she didn't feel it was the best fit for her.

Exhibit N Initials of Person Making Statement (b)(6) Page 2 of 5



Date: 09 May 2012 Time: 1600 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Spec Organization: TES-TF, JBLM

Q: What do you think about (b)(6) his personality, professionalism, etc.?

A: He's very professional, experienced, knowledgeable, and has a lot of skills. He's a veteran, older, and at times, grumpy, and I've told him that. He's very transparent, adamant about his point of view, and very insistent that we meet our objectives.

Q: Have you ever heard (b)(6) be belligerent to anyone?

A: He can be very adamant about his point of view, very adamant about being heard, very insistent that we meet whatever objectives that we set and we are congruent with that. Sometime, he just doesn't want to have a conversation.

Q: Have you heard him threaten anyone with their job?

A: I've heard him say, "I have very high concerns about your ability to do this job, you've talked repeatedly about how you were going to improve, and my role is to convey to (b)(6) that you aren't working out." He's also expressed that, "I have no authority to hire or fire anyone."

Q: Doesn't that sound like he had a supervisory role?

A: I told him once that I was a little concerned because I have this impression that he can sway (b)(6). He told me that although (b)(6) and he had a close relationship, (b)(6) never makes a decision based on what someone else said but based on employee discussions, performance objectives, etc. So, I believe him.

Q: Isn't that the role of a supervisor?

A: Anyone in the team can voice their opinion about anyone else on the team.

Q: Do you think that there is an A-Team and B-Team within the TES-TF?

A: No, but I think there is a perception that there is one. I would surmise that the perception is there because some people equate going on TDY as being part of A-Team. So, if you haven't gone on as many trips as the person on your right, then you aren't on A-Team.

Q: If I were to use my definition as the perception of A-Team and B-Team, my travel picked up in January or February so for the most part, I could be considered B-Team. However, I chose not to be on either team and I've said that to my team members. I'm choosing to not believe that perception about A-Team and B-Team.

Q: Some folks perceive that if you're on B-Team your voice is not heard and you are often harassed or bullied by members on A-Team. Have you seen any of that?

A: I never heard it and no one has shared that perception with me. If I use my definition, I was on B-Team and I always felt like my voice was being heard. If I were to use my definition, I never received any poor treatment from A-Team when I was on B-Team.

Q: Can you describe the training and the value of the training where each member of the team is required to go up to each team member and "accept", "not accepted" or "accepted with conditions" (the Ante)?

Exhibit N Initials of Person Making Statement (b)(6) Page 3 of 5

Date: 09 May 2012 Time: 1600 HRS (PDT)

Name: (b)(6) Grade: GS-11 Organizational Spec Organization: TES-TF, JBLM

A: This was awkward and "weird" but it was refreshing for me. It was a challenge for me; I had to be honest. There was value in the exercise because this was a real, deliberate, and intentional team and it let me know that they have my back? I'm sure it was difficult and challenging for many of the teams. I accepted (b)(6) with reservations but later told her that my reservation was because of her health issues.

Q: Was this the exercise where (b)(6) didn't accept (b)(6)?

A: I think I recall that.

Q: Couldn't you learn your team's strengths and weaknesses and learn to work within those?

A: Everyone is not willing to acknowledge their weaknesses. Some members tout their strengths and don't accept their weaknesses. (b)(6) and (b)(6) made a big deal about their strengths but couldn't talk about their areas of improvement. That's a problem for me because no one is perfect. I want to know your weaknesses before I go out for training together.

Q: Do you think there has been enough training within the TES-TF?

A: No, I don't think we've gotten enough but I don't know what else it could be.

Q: Do you have anything else to add to your statements?

A: For the work that we do, performance and behavior are very critical. I can have all of the skills in the world, to be a platform trainer, but if I cannot resolve conflict with my team, the work that we do is meaningless and has no impact.

Q: Do you think your team has that ability?

A: I would say about 98% of us have the ability to discuss conflict. Getting a handle on your behavior is super critical to this job.

Q: You talk a lot about individual responsibility but I don't hear a lot about your supervisor's responsibility for training. Am I missing that?

A: It's an individual responsibility. But, at no time does my responsibility negate our supervisor's responsibility to train us, as well.

Q: Do you think you've gotten sufficient training?

A: I don't think we've gotten enough.

Q: I am directing that you must not share any part of this interview with anyone else. Do you understand?

A: Yes.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE \_\_\_\_\_. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE

Exhibit N Initials of Person Making Statement (b)(6) Page 4 of 5

Date: 09 May 2012 Time: 1600 HRS (PDT)

Name: (b)(6)

Grade: GS-11 Organizational Spec

Organization: TES-TF, JBLM

STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit

N

Initials of Person Making Statement

(b)(6)

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# Section 0

## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

10 MAY 2012 1200 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: About one year; since May 2011

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: My title is Organizational Development Specialist. The job itself is everything I ever wanted and have studied for. **\*\*NOTE: the position description is included as an attachment to this statement.\*\*** But

(b)(6) and (b)(6) have their own ideas about what should really happen and how it should be done and do not want ANY input from anyone that contradicts it. They are completely uninterested in anyone's opinion or input. The very first week, we were told to leave everything we know at the door and they meant it. If someone other than their "favorites" had an idea or knew how something should be done, they were shut down – publicly – and ignored.

It's practically impossible to describe the work environment to anyone because I can imagine that it all sounds so crazy when you hear it. The word "toxic" barely begins to describe it. I sent you the six-page statement already and I gave you a few of my journal entries so you could get an idea before we talked. You can tell (b)(6) backwards left-handed writing and (b)(6) curvy and wavy writing. **\*\*NOTE: the statement and several journal entries are included as attachments to this statement.\*\*** I can barely believe what I went through there and what is happening. It's all so wrong that the so-called Culture of Trust is and the TES-TF is run this way. It just isn't right. It was so horrible and I'm still living it now. I'm still in counseling because I had a PTSD reaction my last few months there. I (b)(6) (b)(6) have never been diagnosed with PTSD, but 6 months with the Trust Enhancement and Sustainment Task Force and I had a full blown PTSD. I truly believe the PTSD emerged as a direct result of the treatment I received from (b)(6) (b)(6) and (b)(6) My counselors and my psychiatrist believe so as well. Yet we haven't even begun to address the PTSD symptoms because we're still addressing the trauma I went through at the TES-TF!! The methods and the practices that (b)(6) and (b)(6) use are just not right, not approved, and by their own words are experimental; they have built a malicious and brutal environment that involves techniques and practices not included anywhere in the job announcement, job requirements, duty or position description.

(b)(6) and (b)(6) were constantly using these techniques on us: the "fishbowl" environment, the Neurolinguistic Programming, the use of energy and auras and chakras; and of course, the Truth Model. **\*\* NOTE: please see the attached document dated May 8, 2012 further explanation\*\***. They pushed and pushed us to "have fierce conversations" with each other and to address "rubs" with each other immediately and on the spot. They demanded we participate in conflict resolution even if we didn't want to or weren't ready. They demanded real and raw emotion. They demanded vulnerability. They demanded that we address interpersonal issues and intrapersonal issues, identify our "triggers", and deal with our "limiting beliefs". And then when we did they would be critical and unsupportive. They demanded that we "dig deeper" and find the true emotion behind everything. But then when we did it would be used against us later. During a horrendous two-week so-called "training and team building" in November, I stated to the group (trying to work on my intrapersonal issues) that I know I have a need for acceptance and recognition. The statement was later used against me on my

Exhibit 0 Initials of Person Making Statement (b)(6) Page 1 of 49

## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

performance evaluation! (b)(6) said that my self-admitted need for acceptance and recognition "takes energy away from the team" and that she "cannot have that on her team".

It's not just what happened to me but also to what happened to (b)(6) and (b)(6) (b)(6) and (b)(6) I debated for weeks what I should do about it, because I couldn't just sit back and let it happen to more people. I had gone all the routes I could think of before I sent that statement to the IG. This was a real gut-check because the situation in the TES-TF and the way the Culture of Trust is being ran has a huge potential to explode and embarrass the TSG and the one thing I didn't want and do NOT want is for LTG Horoho to be embarrassed or side-swiped. I don't want this coming out in other ways -- there has already been talk that someone called the press and a few people have gone to EEO. I'd written a letter to LTG Horoho and revised it seven or times. She has GOT to know what's really happening! I never did send the letter because it just didn't feel right to go directly to her. She was my senior rater at MAMC and at WRMC for a few years and I have so much respect for her. I'm retired Army and I wanted to use my Chain of Command but there was no-way I could do that because (b)(6) my senior rater and (b)(6) boss is definitely part of the problem. He's not just standing back but he's involved, watching, and stirring the pot and approving all of it.

Trying to talk to (b)(6) was out of the question. I have no respect for him. He has bad-mouthed the Army on several occasions. One time he took off his rank and said, "I don't need this, the Army means nothing to me." I was already in so much shock over everything else that I did not/could not confront him. I so very much wish I had. It was the same day of my performance evaluation and based on what happened in THAT horrendous session with (b)(6) and (b)(6) I was a mess afterward. (b)(6) and (b)(6) gave me a "Needs Improvement" on my formal civilian evaluation because they said I "act like a victim and martyr." (b)(6) said, "When you act like a victim and a martyr, you turn the team into factions; those that sympathize with you and those that don't and as long as you continue to act like a victim and martyr I will continue to give you a Needs Improvement." I was dumbfounded. I appealed it on the spot told them that I had demonstrated behaviors and met all of the objectives. Yet they continued to give me the NI because of my victim behavior. (b)(6) said that he wanted to do this "Needs Improvement" so that it would send a message to me and the others about just how important this was. He outright threatened me not to go to anyone. He said if you try to turn this into something it won't work in your favor. This happened on 29 November 2011; I was extremely upset. After everything I'd been through, after everything I'd done, after all of the battering, abuse, bullying, I was done. I was in the middle of PTSD, I was having nightmares, gaining weight, and I was just done. I submitted a grievance on 13 December 2011. **\*\*NOTE: the grievance and the subsequent resolution are attached to this statement\*\***

So in addition to the grievance, I contacted some people I knew up at MEDCOM to ask what they thought and find out what I could and should do. I'm a brand new civilian and I have very little knowledge of what resources are out there. I sent a question on the MEDCOM website asking if the CG had an open door policy or hotline and I sent another asking if the TSG's office could provide an example of what constitutes hazing and bullying. (b)(6) a liaison or conduit between Wounded Warriors and the TSG, called me and after hearing my concerns, his guidance was that contact the CG directly. So, I re-wrote a letter to the CG, read it over and over and I still couldn't send it. Finally, I went to (b)(6) (b)(6) instead.

I am not the only employee who has struggled with such harsh treatment and inappropriate behavior within the TES-TF. Others have either quit or have been terminated. The situation within the TES-TF is the very antithesis to a Culture of Trust. It is abhorrent to me that this working environment not only exists, but is permitted and even encouraged by the senior leadership within Army Medicine,

Exhibit 0 Initials of Person Making Statement (b)(6) Page 2 of 49

## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

specifically, (b)(6) The mission of the TES-TF is amazing. The Culture of Trust is amazing. Understand that they are two different things and I certainly don't want to see either of them go away. But I really want to know if LTG Horoho knows what's going on within the Task Force and how (b)(6) is running it. I really want her to look into it and decide if that was her intent.

I left a full time, permanent employee position with IMCOM to accept this Term position because I believed in the mission and I believed in (b)(6) I love the mission. But the way that (b)(6) and (b)(6) and (b)(6) treat people, their own team, is vicious and brutal. (b)(6)

(b)(6)

All I can think of now is that if they could break me down and treat me like this, how will they treat the Soldiers? How will they treat other Soldiers who have PTSD?? (b)(6) has labeled me a "victim and a martyr" and has told me that when I talk about my Army service, specifically my Iraqi experience she "shuts me down and stops listening". How is it possible the Director of the Culture of Trust can just "stop listening" to a veteran!!!? If they are doing this within the Task Force itself, I can only imagine what will happen when they get to the next phase of the mission and bring these techniques and practices into the MTFs. My position with the TES-TF was once a dream come true and now it is a living nightmare. (b)(6)

(b)(6)

(b)(6) This is a pure nightmare with no end in sight that no one, veteran or not, should have to endure.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: It was definitely mandatory. (b)(6) and (b)(6) made that very clear and would announce to the team that the "journals are due". They would admonish us all and say that people have been getting lax with the journals and that they expect them at such and such a time or that they are expected to be submitted by Friday. We had to submit our journals and then (b)(6) and (b)(6) would write back to us in them. They would cross out things I wrote and make comments. At first it was supportive and encouraging, but their comments to me soon turned nasty and sarcastic and demeaning. I repeatedly asked (b)(6) why we had to journal and why (b)(6) had to read them. They both said it was a necessary part of our training, to address our inter and intra personal issues and to learn and use the "Truth Model". I asked what it had to do with training at all. I questioned the ethics and the legality of it. All of my civilian colleagues outside of the TF were appalled at the idea.

(b)(6) and (b)(6) repeatedly told us that we were expected to journal "what we learned, what we learned about ourselves, what we learned about the team". We were also required to journal the Truth Model and apply it to our lives. I hated it. I asked (b)(6) straight up why it was mandatory and she told me it was "other duties as assigned". On my journal entry dated 9-14 September, I entitled it "(b)(6) Only" because I had told her I didn't want (b)(6) reading my stuff because he's bullying and harassing me and his comments are not supportive. On the last page of that journal entry (b)(6) directed, "the journaling goes back to both of us reading," meaning that she totally denied my request that (b)(6) not be allowed to read or comment on my journals. Their comments became so harsh. I quit journaling after awhile because I just couldn't stand it anymore. I couldn't stand the constant criticism and sarcasm and comments against how I felt and what I believed. \*\*NOTE: additional journal entries are attached to this statement.\*\*

Exhibit 0 Initials of Person Making Statement

(b)(6)

Page 3 of 49

## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

Q: Did you think the journal writing task was mandatory or voluntary?

A: It was mandatory. See my journal dated 9-14 Sep, where (b)(6) demanded that the journaling goes back to both she and (b)(6) reading it even though I told her that I didn't want (b)(6) reading my journal. I asked both (b)(6) and (b)(6) if there was another way that I could complete the assignments without journaling such as a recorder or even a face to face meeting but they said no.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: Yes, I did; see the above statements. I actually wrote in my own journal several times that I thought it was a breach of privacy and that I was extremely uncomfortable with it. I wrote that "personal journals aren't meant to be read and reviewed and corrected and commented on". I asked that (b)(6) not read and comment in my journal because his comments were insulting and unhelpful.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes!! It happened often! It was horrible to hear something that you journalled be said out loud! They never used my name such as "(b)(6) journalled this or that". But they would constantly say "some of you have journalled about such and such an issue and we need to address it in group" and then we'd address it in group.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: Yes, of course. (b)(6) would deny that she did, but it came out! Almost all of the information and appraisal they used for my performance evaluation came from my journal entries and from my so-called "victim behavior" in group. (b)(6) never gave me a single counseling statement but she was evaluating us on everything all of the time.

Q: Can you explain the Self, Peer, and Supervisor assessment of your KSAs.

A: I really cannot explain it. It's unreal and completely subjective. The KSAs we were evaluated on were far from what is in the Position Description. The items were so subjective, it isn't even possible to evaluate, let alone apply a score. The KSA included items such as:

- be WILLING to learn, improve, and grow individually
- understand the importance of limiting beliefs on individual behavior
- know my own personal triggers
- use the Truth Model to verify my own judgments, interpretations, intentions, emotions, and behavioral tendencies related to any given event
- Identify and remove limiting beliefs
- keep myself internally integrated (mind, body, spirit)

How can anyone possibly evaluate whether someone else WILLING to learn, improve and grow? How can anyone evaluate someone else as being integrated in mind, body, and spirit?? (b)(6) and (b)(6) had the audacity to think they could and they did. **\*\*NOTE: the KSA list is included as an attachment to this statement.\*\***

Q: Do you believe there is an A-Team and B-Team or that perception within the TES-TF?

A: Yes, that term has been used - only by the B-Team of course. If you bought into what (b)(6) and (b)(6) were saying and you played along with it, you became their favorites - the A team. If you

Exhibit 0 Initials of Person Making Statement (b)(6) Page 4 of 49



## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

expressed your mind and disagreed with anything you were dismissed or shunned – you became part of the B team. I think I was once A Team, but as soon as I started speaking up and disagreeing – I was downgraded to B Team.

They were also called the “chosen ones” – (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) The chosen ones received all of the attention, the coaching, the leads, the training, etc. If you were a chosen one, you could say anything you want or not say anything at all in group and you were still accepted and praised by (b)(6) and (b)(6) and sent out on training and out on missions. But, if you confronted one of the chosen ones about their behavior or lack thereof, you got put in the hot seat yourself. If you stuck up for anyone else in the group, or tried to explain your own behavior and thoughts and emotions, it became your issue, your trigger, and you were at fault. Every group became “who’s going to be harassed? Who’s going to be in the hot seat?” and then when that person was identified (it was usually me, (b)(6) (b)(6) or (b)(6) the rest of the team members would pounce and confront and challenge and accuse. It’s was the phenomenon of group behavior and group dynamics, that group mentality, that riot and wolf-pack mentality.

(b)(6) and I were always advocating for acceptance but (b)(6) didn’t buy into that. You can’t preach to people to use their voice without preaching the acceptance of that voice. The irony in all of this is that any of us spoke up and said such things, we were beaten down. For example, during one of my presentations, the group is supposed to provide feedback. (b)(6) said, “(b)(6) everything about you, even your boot steps screamed Holocaust to me!” I didn’t say anything because we’re not allowed to defend ourselves. But when (b)(6) stood up and said, “Hold on, don’t you think that’s a little harsh?” (b)(6) was on the chopping block. And when (b)(6) wasn’t around it was my turn to be on the chopping block and vice versa. (b)(6) had turned some of the staff to blindly follow her and they became were mini (b)(6) (the A-Team). They would parrot what she and (b)(6) said and did. It was like brainwashing, like a following or a cult.

I went blindly into this at first because I had trusted (b)(6) and (b)(6) (oh, the irony). I knew (b)(6) from before and I was very trusting of her and believed she knew what she was doing. I told myself that if this is the way civilians do it, and this is the way AMEDD wants it, then I’m willing to go along with it. But it didn’t last long, it just didn’t feel right. I started to speak out and say ‘wait a minute, that’s not right; don’t beat up on (b)(6) and you can’t do that.’ I was on the chopping block very quickly. I started thinking I don’t want to be a part of this but I kept trying and trying and I kept getting beaten down. I think there’s a cult-like brain washing to it and a strong, strong intimidation factor: “if you speak up, you’ll end up like (b)(6)”. Most of us are Term employees, myself included, and I eventually ended up going along with it all in order to save myself and my paycheck.

Q: What is your perspective of (b)(6)?

A: I once thought she was an amazing woman. We were once colleagues and almost friends. She’s a great facilitator and a brilliant speaker. But I see her differently now. She is manipulative and vindictive. She’s also proven to me that she will straight out lie to get what she wants but yet she really believes what she is saying. She claims to be a minister and a registered counselor, a Master TimeLine Therapist, a Master Practitioner of Neurolinguistic Programming, a Master Clinical Hypnotherapist, and a certified trainer in all three. At first I thought that her transcendental and meditative ways were impressive and even inspiring but now I see what she really uses them for – to get her own way. She intentionally built this TF with only one supervisor, her. She built (b)(6) position description so she and only he would be qualified. She claims to have mastered and constantly practices the Fundamentals of Trust, the Tenets of Trust, and the ACTIVE behaviors: Accountability, Congruency, Transparency, Integrity, Voice, and

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## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

Engagement, but she is the biggest hypocrite I have ever known. (b)(6) is death on "gossiping" and yet, she is the worst gossip. She preaches accountability but refuses to accept her own behaviors.

Q: Can you describe (b)(6) the Training Director?

A: (b)(6) is brutal and outright abusive – unless of course you are one of his favorites. As a training director he does nothing. He has never given us a real training or a training plan. When asked what we are being evaluated on or what the standards are, his most common answer is "I don't know, but I'll know it when I see it". He harasses and humiliates anyone who isn't his favorite. And he does have his favorites – (b)(6), (b)(6) and (b)(6). But if you aren't a favorite then you are either completely shut off or you are constantly harassed. (b)(6) is brutal, cruel, and vicious. If you had time, I'd let you read my journals to see how brutal he is. The way (b)(6) presented his information at IACH made me concerned that he was going to embarrass the TSG and the TES-TF. I tried to talk to (b)(6) about it. I wrote to (b)(6) about it and her response was "all I see here is the attack on a team mate." I wrote to (b)(6) that I felt "intimidated, submissive, and even coerced into agreement and silence" and her response was that "I lacked responsibility and accountability." **\*\*NOTE: This journal entry is included as an attachment to the statement\*\*.**

I told (b)(6) in her office, that (b)(6) was a toxic, that he was bullying me, and that he threatened me with my job twice. When we were at IACH, he was bullying the students. I told her this in person and in writing. He picks his victims – mostly me, (b)(6), (b)(6) and (b)(6) and just maliciously goes after them or vindictively ostracizes them. He refuses to act and behave the way he demands that we act and behave. I have a statement from (b)(6) supporting my workman's compensation regarding (b)(6) bullying and harassing. (b)(6) said that she was "appalled by the apparent deliberate public badgering of (b)(6) by these individuals." I won't give you the statement because I gave my word to her that I would only use it for the worker's compensation claim.

Q: Did you experience (b)(6) Timeline Therapy?

A: During a team training June 21-22, we were introduced to the concept of "Timeline Therapy", "Neuro-Linguistic Programming" (NLP), "Prime Directives of the Unconscious Mind" and "Submodalities of Internal Representations". We were told that we were to become experts in these areas. We took a quiz to find out if we were Visual, Auditory, Kinesthetic, or Auditory Digital. (b)(6) bragged that she had hired us based upon these traits because she could easily identify them in anyone just by watching their eye movements. (b)(6) bragged that she was a Master TimeLine Therapist and explained that she could get rid of anyone's issue or fear through the use of timeline therapy. She told us how she was able to treat and cure people with just a single session. It was on one of these days in June that (b)(6) conducted a group timeline therapy session with us in which she played new age music, instructed us to get comfortable, close our eyes, breathe deeply in and out, think back, etc. Then she did this sort of hypnotic talking to us where we were to go back in time and look at what led to our limiting beliefs. I got nothing out of it, but (b)(6) said she went all the way back to a past life.

It was during this training that we were also introduced to the concept of "limiting beliefs". We were advised by (b)(6) and (b)(6) that we were required to overcome our limiting beliefs before we could advance as Organizational Development Specialists. This was the first time I talked openly about my injury and how it affected me. I explained to the group that my only so-called "limiting belief" was that I did not believe in the extent of my injury and that I refused to believe I was disabled but that by doing so I was causing myself more physical harm. Sometime soon after this, (b)(6) told me in her office that I did have a "limiting belief" about my injuries and that I could not fully perform the duties of

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## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

the position until I overcame that belief. (I seriously considered submitting an EEO complaint for disability discrimination). I responded that although I agreed I had a personal belief about my injuries, I did NOT believe it was limiting and I did NOT believe it affected my ability to perform my job. She advised me to "use the Truth model" and/or try "Timeline Therapy" in order to be "clean" and overcome the limiting belief. She even offered to conduct a personal Timeline Therapy session for me explaining that she is a Master Time Line Therapist and a Master Clinical Hypnotherapist. It was an absolute requirement that we eliminate our "limiting beliefs", except we had to eliminate those that (b)(6) and (b)(6) thought we had or told us that we had. **\*\*NOTE: a journal entry showing this is attached to this statement.\*\***

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: No. She claims she earned her PhD in Organizational Psychology in 2005. She's supposedly wrote and "pioneered" the Truth Model" - a "Neural Linguistic Model of Human Behavioral Functioning". **\*\*NOTE: the Truth Model is attached to this statement\*\***.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: (b)(6) never put the GS-12's in charge at first, she made sure that everyone was equal and insisted that there be nobody in charge, except her of course, and then she never actually took charge. She did that intentionally; she didn't want any structure. She'll tell you that she put us in a fishbowl. It was an experimental, experiential environment to see if the born leaders would come out. So, you have all of these people fighting for positions and vying for attention, and training, and missions. It didn't take long to see that she was putting her favorites in charge. She was picking and choosing and leaving out those that she didn't like, but she'd make up a great story or rationale for it. Ask (b)(6) or (b)(6)

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: There is no structure, no training plans or schedules, no standards, objectives, or goals. There are no POIs, LOIs, or SOPs. From the very start I stated that we needed to have proper training so that everyone would be familiar with the Army and its acronyms, its rank, culture, structure, organization, etc. I even initiated a tentative training plan, but (b)(6) wanted none of it. I spoke to (b)(6) in front of the group and in her office and told her that we needed letters to the Commanders, a syllabus, a schedule, an LOI, a POI, etc. before we begin going out to do this training. She said, "No, I don't want any of that." She and (b)(6) refused to provide it for us and they refused to provide it for the students we were training. They wanted everything to be spontaneous and situational. I tried over and over to tell them that the Commanders and Soldiers weren't going to go for that but she still wanted none of it.

Q: Did you ever hear anyone at the TES-TF make a comment about PTSD being a choice?

A: Thank goodness I wasn't there. (b)(6) clearly has disdain for the Army, the Army values, and Soldiers. She has clear disdain for anyone with PTSD, just look at (b)(6) and I. She put (b)(6) in charge of the WTB project even though I worked the WTBs four years. I wanted to be on the WTB project but (b)(6) pulled me off of it with no notice or reason and put (b)(6) in charge. I found out from (b)(6) view is that all WTB Soldiers have PTSD and when she goes in to train WTBs, she wants additional security. When (b)(6) briefed us on the WTBs, she told us how dangerous they are.

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## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

Q: Did you hear (b)(6) make a comment about a FT Drum WTB Commander who only got her job because her husband is a GO?

A: Yes, I heard that comment and I was horrified. But again, I didn't say anything. I'm embarrassed now.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Yes, very toxic and intimidating. I've discussed and described much of this in previous comments.

(b)(6) has her favorites; it's been described as a cult environment. She had us do this stuff to practically vow fealty to her. We all vowed to commit the so-called "ANTE" which is what we are willing to put in to the team up front. We all had to say the words "I'm in!" and give a thumbs up sign. We had to go around the room and say "I accept you" or "I don't accept you" etc. I began looking for other employment in August, less than 3 months into it. I know of several others who were also actively seeking employment. Some of them asked me if I would provide a reference and I said absolutely.

Q: Why did (b)(6) leave?

A: (b)(6) is one of the most gentle and kindest persons I've ever met; she is very smart and quiet but she saw what was happening. I don't know exactly why she left but she was smart enough to know something was very wrong. She wrote a statement on my behalf and explained the "deliberate public badgering (attacking) of (b)(6) by the Director and Training Director."

Q: Why did (b)(6) leave?

A: (b)(6) terminated her. She did not like (b)(6) at all. There was no reason whatsoever for (b)(6) to say what she said in (b)(6) termination letter. It's a perfect example of just how vindictive (b)(6) can be.

Q: What do you think about (b)(6)

A: (b)(6) is a very intelligent and peculiar person. I have known him and worked with him for a few years now. But he is codependent on (b)(6). There's a continuous cycle of abuse by (b)(6) and (b)(6) towards (b)(6). He is so willing to learn and try and change to please her and to get it right. But she and (b)(6) beat up on him publically and outright disrespect him and degrade him. He takes it for awhile and then he stands up to them and then all is well and then the whole cycle starts over again. It's sickening to watch. He submitted an extremely strong EEO discrimination complaint against (b)(6) in March but I don't know what came of it.

Q: Do you know about the T-Groups?

A: The T-Groups are where you sit in a circle, knee-to-knee, and there are supposedly no topics, but eventually someone breaks the silence and brings up an issue. Then someone else responds and on and on it goes. (b)(6) and (b)(6) called them I-Groups, or team-building, or even training, but they all became brutal at least for those of us they didn't like. Please see the answers above about the groups. The two weeks of training in November were the worst. (b)(6) stood up and said "What's going on? This group needs to deal with the issues right now. We're going to go around the room and say what issues you have with anyone in the group." And she wrote them all down and we had to address every single one. When it came to me, I said, "My issue is with the journaling, and the expectations. My issue is with you, (b)(6) and the way this place is being run and whether I even want to stay here."

**\*\*NOTE: a photo of this is attached.\*\*** Then, I was accused of being disloyal to the group for talking

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## SWORN STATEMENT

Date: 10 May 2012 Time: 1200 hrs PDT

Name: (b)(6) Grade: GS-12 Organization Dev Spec Organization: TES-TF, JBLM

about leaving (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) and of course (b)(6) challenged my intentions and my genuineness.

Q: Do you have anything else to add to your statements?

A: I do NOT want to bring any discredit or disgrace to Army Medicine and especially to LTG Horoho. I don't want the TES-TF to go away. And I don't want the Culture of Trust to go away. You have to understand they are two separate things. But again I say, somebody has got to take a good look at how (b)(6) and (b)(6) are running things with the Task Force.

I am very concerned that what she's doing now within the TES-TF is how she's going to act out in MEDCOM, especially when we hit phase II.

Q: What do you think needs to happen to resolve this situation?

A: Get rid of (b)(6) Remove (b)(6) from any supervisory, authoritative, or influential position. Don't allow her to bring her NLP, Truth Model, Timeline Therapy, or any of those other approaches into the workplace. For me personally, I can't go back; the damage is done; the humiliation and the shame are very real. They brutalized me to the point that I had a PTSD reaction. Now, I'm still in counseling because of what I went through at the TES-TF. I have submitted a reasonable accommodation request, but I doubt it will be approved. **\*\*NOTE: the reasonable accommodation request has been attached to this statement.\*\*** There is a very valid threat of retaliation and repercussions for those of us making these statements and I hope you will stay alert for it.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 49. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

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(b)(6)

May 8, 2012

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To Whom It May Concern:

I retired from the US Army after 22 years of service which included two years in Panama, one year in Korea, and three tours in Iraq. I had never been diagnosed with PTSD. An extensive mental health exam was performed by the Veterans Administration (VA) upon my retirement in 2010 which specified that "despite seeing and experiencing horrendous trauma" in Iraq, I displayed "remarkable resilience" and did not warrant a diagnosis of PTSD. I retired from the military as a strong, confident, productive, and professional woman. Yet, after 6 months with the Trust Enhancement and Sustainment Task Force (TES-TF), required to use the Truth Model, mandated to address inter- and intra- personal issues, forced to keep a daily journal, exposed to timeline therapy, instructed to deal with limiting beliefs, and tormented by what I can only describe as a "toxic bully", I have subsequently been labeled as "victim" and "martyr". I have now been diagnosed with PTSD and live with (b)(6)

(b)(6) the memories of how I was treated by the very agency whose mission was to inspire trust. Ultimately, I cannot and should not return to such a brutal and malicious environment. It is difficult for me to write this and relive what I went through at the TES-TF. The history is as follows.

I began employment on May 3, 2011, hired as an Organizational Development Specialist with the Trust Enhancement and Sustainment Task Force (TES-TF). The position description is included with this packet entitled "Position Description". I began the job with enthusiasm and vigor. I had a tangible and passionate commitment to the mission of the TES-TF and the development of a Culture of Trust within Army Medicine (<http://www.armymedicine.army.mil/cot/index.htm>). The Director of the TES-TF is (b)(6). The Training Director of the TES-TF is (b)(6).

From the very beginning, my coworkers and I were told by (b)(6) and (b)(6) that we were required to have a full understanding of the "Truth Model" - a Neural Linguistic Model of Human Behavioral Functioning and that we were required to apply this understanding to our own lives and emotions. The Truth Model is included in this packet entitled "The Truth Model". It had been made clear that if we could not apply this Truth Model, (as designed, developed, and copyrighted by (b)(6)) (b)(6) we would not succeed within the Trust Enhancement and Sustainment Task Force.

The first official week of training, May 9-13, (b)(6) and (b)(6) made it very clear that we were to "leave everything we know at the door". They also told us we were required to address our "inter-and intra-personal" issues and that if we could not do so, we would not advance or succeed within the TES-TF. We were told that we would be trained through "laboratory learning" in a "fishbowl" setting. (b)(6) also required me and others to participate in an experimental methodology which was not peer-reviewed or generally accepted. We were essentially her "guinea pigs" and she did not obtain our consent, but merely indicated this was "part of our job" and essential to the success of the team. Neither the Truth Model nor the "inter- and intra- personal work" are behaviorally specific, nor are they included anywhere in the job announcement, job requirements, duty or position description. Additionally, I never at any point gave my permission to be a part of anyone's experiment or research project, yet I felt at risk of losing my job if I did not participate.

During a team training June 21-22, we were introduced to the concept of "Timeline Therapy", "Neuro-Linguistic Programming" (NLP), "Prime Directives of the Unconscious Mind" and "Submodalities of Internal Representations". We were told that we were to become experts in these areas. We took a quiz to find out if we were Visual, Auditory, Kinesthetic, or Auditory Digital. It was during this training that we were also introduced to the concept of "limiting beliefs" and were advised by (b)(6) and (b)(6) that we were required to overcome our limiting beliefs before we could advance as Organizational Development Specialists. (b)(6) explained that we could get rid of almost any issue

(b)(6)

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Exhibit D

(b)(6)

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or fear through the use of timeline therapy. She told us how she was able to treat and cure people with just a single session. It was on one of these days that (b)(6) conducted a group timeline therapy session with us in which she played new age music, instructed us to get comfortable, close our eyes, breathe deeply in and out, think back, etc. This was the first time I talked openly about my injury and how it affected me. I explained to the group that my only so-called "limiting belief" was that I did not believe in the extent of my injury and that I refused to believe I was disabled.

Sometime soon after this, (b)(6) told me in her office that I did have a "limiting belief" about my injuries and that I could not fully perform the duties of the position until I overcame that belief. I responded that although I did agree I had a personal belief about my injuries I did NOT believe it was limiting and I did NOT believe it affected my ability to perform my job in any manner. I was advised to "use the Truth model" and/or try "Timeline Therapy" in order to be "clean" and to overcome the limiting belief. (b)(6) even offered to conduct a personal Timeline Therapy session for me explaining that she is a Master Time Line Therapist and a Master Clinical Hypnotherapist.

The TES-TF staff are also required to keep a daily journal of our private thoughts every day. We are required to include: 1) what we learned about ourselves, 2) what we learned about others, 3) what we learned about our team. We have been continuously instructed by (b)(6) and (b)(6) to write about our daily insights, self reflections, emotional reactions, conflict resolutions, and an ongoing demonstration of our ability to understand and apply the Truth Model to all aspects of life and to work through our "limiting beliefs". Not only were we required to keep a journal, we were required to hand it in to (b)(6) and (b)(6) who would then read it and write back.

I had repeatedly asked (b)(6) to clarify the need to keep a journal. The response was that it was considered to be "other duties as assigned". I had repeatedly shared my unease with keeping a journal of my personal thoughts. I repeatedly stated that I was not comfortable writing my internal emotions and insights in a journal, ESPECIALLY when I am forced to hand in this journal to (b)(6) and (b)(6) who then write messages back in the journal. Although the responses seemed constructive and encouraging at first, they soon turned critical, offensive, and even sarcastic in nature. There was a continuous push to "dig deeper" and uncover more vulnerable and emotional issues. My apprehension and reluctance to submit a journal escalated every time it was returned to me with comments.

I repeatedly stated openly, and in the journal, that I am simply uncomfortable writing and talking about myself and my emotions. I asked both (b)(6) and (b)(6) for alternative methods, such as audio recordings, or face-to-face discussions without the entire group present. I was denied this request and so I continued every attempt to keep a journal despite the retching feeling that my private thoughts and emotions, and my privacy itself, was not only being violated, but was being used against me in my performance review as an indication of my level of inter- and intra- personal work.

I had repeatedly shared my concerns with (b)(6) that my journal writings would be used to evaluate my performance. I also shared my concerns that the journals are used as a form of gossip and that I believed other people were journaling about each other and about me. (b)(6) repeatedly reassured me that she did not use the journals as a basis for the evaluations, and that she does not share the information with anyone except (b)(6) the training director. I have also asked how and why journal entries should be part of the training program. The only explanation I received is that we must get in touch with our emotions and "do the inter- and intra- personal work" to be "clean" in order to effectively facilitate team-building sessions. I felt no recourse but to comply to the extent possible.

On Monday, August 1st, during a "COT Jeopardy" training game with the team, I had a disagreement with a co-worker. All appeared to be well until (b)(6) came in and immediately took

(b)(6)

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(b)(6)

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my co-workers side. (b)(6) began questioning my actions even though he had not been present. The group began to demand that I resolve the issue with my coworker right then and there. I tried to explain that I wasn't ready, that I needed some time, that I did not want it to be public, etc. I felt unfairly accused and attacked.

The next morning, August 2<sup>nd</sup>, (b)(6) came to my desk side and asked me into an empty office. He invaded my personal space and put his finger in my face. He was loud, angry, and aggressive and accused me of "intentionally hooking" other employees. He openly and repeatedly stated that I have a propensity to "use my emotions" to influence others and elicit their sympathy. He demanded that I explain the intentions behind my actions with the coworker the previous day, and I when I did so he berated me for "not getting it" and for my refusal to "do the inter- and intra- personal work". He stated I showed an "epic fail" and stated he did not want me on the team. He gave me an "assignment" to settle the issue with co-worker immediately, and to return to him to explain my intent and intentions. After he left I stayed in the office for about 30 minutes furious and crying. I went to my cubicle and openly cried to a few of my cube-mates and told them what had happened. I was close to hysterical because I had been threatened with my job and simply did not understand. Ultimately (b)(6) was using his position and power as one of the TES-TF Directors to threaten me with my job and intimidate me into conformity. I spent the next two or three days, trying to talk to my coworkers, and ask their advice. I went to the coworker with whom I had the disagreement and tried to talk it out. I tried to journal it using the "Truth Model".

Later that week, (b)(6) again came by my desk, and asked if I had done the assignment. I replied that I was working on it and that I would submit it through a journal entry, he stated "I need to have another talk with the Director". The journal entry and (b)(6) and (b)(6) responses are included in this packet entitled "Journal Entry #1". The very next week I was told by (b)(6) in front of my teammates, that I was no longer the lead for an important assignment to Irwin Army Community Hospital (IACH) and that he, himself, was the lead. He told the group that I would have no part whatsoever in the project until he told me. I was again embarrassed and humiliated, additionally so because he choose to tell me publically. He made my life absolute hell during that assignment.

In late August, I stopped by (b)(6) office and told her that I believe (b)(6) was a toxic leader and that he used his influence to bully me and other members of the team. (b)(6) behavior met the very definition of bullying, bordering on the definition of hazing. I explained that he had singled me out and was brutally harassing me to conform, and was continuously responding to me differently than others on the team. I explained that I did not even feel comfortable in his presence. I told (b)(6) about how he had threatened my job and taken me off the lead.

On September 12, (b)(6) and (b)(6) suddenly publicized in a staff meeting that the only way to succeed and advance as an OD Specialist within TES-TF was to demonstrate the following:

- Must have Inter and Intra personal work done
- Must be able to connect with emotions in the moment
- Must be able to access the intention behind the emotions and statements
- Must be able to identify limiting beliefs related to the above

On at least 3 occasions after that, with the intention of meeting these requirements, I openly talked about myself and my emotions "in the moment". I shared several intensely traumatic memories and poignant emotions regarding my experiences in Iraq and the injuries I suffered there. I shared my inter- and intra- personal struggles related to these experiences, the resulting memories, and the so-called "limiting belief" related to my injuries and how they affected me overall. Despite the negativity

(b)(6)

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Exhibit O



Christine Ohme  
May 8, 2012  
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Continued from previous page

and condemnation from (b)(6) the tension with (b)(6) and the humiliation I felt with my coworkers, I continued participate in group sessions and respond to the demand to be more and more vulnerable. I continued to write in my journal and the responses continued to be disturbing and unhelpful. I questioned the legal and ethical aspects of it, but could find no answers except that the journals were "other duties as assigned". I became angry and irritable, I was tired all of the time, I gained weight, and started throwing up. I began yelling at my husband and children. I was having flashbacks on the drive home, and nightmares almost every night.

On September 14, after an intense after-action evaluation of the IACH assignment, I specifically requested that (b)(6) NOT be allowed to read and respond to my journal because I did not even feel comfortable in his presence. I had asked for (b)(6) NOT to read and respond to my journal writings because of his emotional manipulations, his abusive training style, his lack of support, and his failure to provide constructive feedback. In one of my journal writings, I wrote that I felt "intimidated, submissive, and even coerced into agreement and silence" by (b)(6) (b)(6) response, also in my journal, was that she was "disappointed" in me, that my writings were "rarely self reflective", and that I had written "mostly an attack on a team mate, with no personal accountability". She stated her expectation was that the issue would be resolved within one week, that the journal was a requirement, and that I was to continue to submit it to her and (b)(6) weekly. The journal entries and response are included in this packet entitled "Journal Entry #2". I believe (b)(6) behavior, as my supervisor, was not only inappropriate inaction, but also dismissive of my own concerns and supportive of (b)(6) (b)(6) behavior.

I was clearly told by (b)(6) via journal response, that the journal entries were an expected part of the job and that both she and (b)(6) would read them and respond. As I continued to write in the journals and read the responses from (b)(6) and (b)(6) I continued to try to meet their criteria. I made more of an attempt to write my insights and enlightenments, yet as I did so, their responses became more and more negative and I became more and more vulnerable and uncomfortable. My emotional state was deteriorating, and I began feeling beaten and disgraced.

During a so-called "conflict resolution" on September 22, with (b)(6) and (b)(6) he demanded that I identify my emotions and intentions yet he refused to do the same. He repeatedly stated that he had "never" seen any positive behaviors from me and that I "demonize" and "attack" others. He viciously berated me while (b)(6) stood by and watched. I repeatedly asked for examples of what he meant and how to change, and his answers were elusive and obscure. His continued response was that I needed to "own my own stuff" and that he "can't seem to get through" to me. I was angry and shaking. I again felt attacked and betrayed. I explained to both (b)(6) and (b)(6) that I shared my emotions because that is what we were instructed to do. I repeatedly asked for guidance from (b)(6) and (b)(6) as to how to improve and meet the requirements. I was told to "stop talking about myself" and "stop using my experience" yet they demanded that I be vulnerable and share my emotions. Despite my repeated attempts to be vulnerable and transparent, to share my emotions and intentions, I was still rebuked by (b)(6) and eventually shunned by (b)(6).

On October 3 or 4, I participated in a public "conflict resolution session" between myself and (b)(6) in which 6 to 8 other employees were present. Again, I felt coerced, pressured, and bullied into participation. I believed I had no other option since my job was in jeopardy. I took another huge emotional risk and shared some of my inter- and intra- personal struggles related the Iraq experience which lead to my injury. This was another intensely emotional and traumatic memory that I never ever wanted to relive, that I never planned or intended to share with anyone, yet I shared them here with the

(b)(6)

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intention of letting (b)(6) and my coworkers know about me. I shared my feelings and expressed my intentions and desire to continue to be part of MEDCOM and the TES-TF as a way of continuing to be a part of the military. I thought I was "doing the Inter- and Intra- personal work" that was required. (b)(6) responded by questioning my intention of telling the story and even questioned my genuineness in doing so. The only reason I shared memories and emotions was to meet the Director's guidance that we, as OD Specialists, can only succeed if we are "clean" with our emotions. I was unaware of how my participation, in such a non-therapeutic and unsupportive environment would affect me. I did not and could not anticipate how my participation and vulnerability would result in such a horrid reaction within myself.

(b)(6) seemed to be supportive and caring in front of the whole group, however, the overall response and guidance later on in private was that I needed to deal with my "limiting beliefs" surrounding this event in order to be a functioning Organizational Development Specialist and a part of the TES-TF team. (b)(6) made the comment that I continued to "act like a victim" and that I needed to stop that behavior. She stated that "as soon as I stopped acting like a victim, everything with (b)(6) would be better". I was angered and offended by both of them, I felt confused and lost.

After this, (b)(6) ostracized me and would go out of his way to ignore me to the point where he did not even acknowledge my presence in a room, even in a room with only 2 or 3 people. When he did acknowledge me, it was derisive and contemptuous. For these reasons among others, I had no desire for him to read and respond to any of my personal journal writings, nor did I want to share any more of my inter- and intra- personal issues with him or with the group. Regardless, I continued to participate, and I continued to write. The responses I received from (b)(6) both in my journal and in front of the team, were aggressive, degrading, demeaning and far from helpful or supportive. When once his journal response seemed positive and supportive, his behavior remained confrontational, hostile, and seemed intentionally cruel. It was around this time, that my coworkers began demanding the same things from me and began accusing me of being defensive and ingenuine. It seemed as if they were simply parroting the words from (b)(6) and (b)(6). I became a target, easy prey for the group to practice on and a semi-willing participant because I could not afford to just walk away from the environment or the job.

Despite my discomfort, apprehension, and embarrassment within the team, I continued to be involved in the meetings and group sessions although I spent most of them crying. I was repeatedly told that I was "too military", that I acted too much like a "First Sergeant", and that I was too loud during my presentations. I was once even told that I was too professional!! There was an ever-present push to "dig deeper" and get in touch with my feelings. There was an ever-present response that what I gave and what I shared was not right or not enough. I continued to act as a productive team member, yet I knew my productivity was decreasing, and my concentration was waning. As these types of situations continued, my emotional state deteriorated and I began to cry openly more and more. As the work environment became more and more hostile and intense, I returned home angry and frustrated and would spend hours trying to decompress from the day. I began to truly dread going to work the next day and I lost innumerable hours of sleep. The nightmares became more frequent and the anxiety intensified.

During the week of November 14 – 18, the last week of a two week group training session, I distinctly remember a co-worker telling me in front of everyone that my "boot steps" reminded her of the Holocaust. I was stunned. I was shocked and insulted. Only one coworker spoke up and asked her to clarify, while (b)(6) and (b)(6) said nothing. During this same week we were all asked to recognize and accept each other. We were told to say to stand and say to each member "I accept you as

(b)(6)

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(b)(6)

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a member of this group". The exercise was supposedly meant to bring us all closer together as a team, yet in retrospect it seems like more of an initiation, a buy-in, a verbal confirmation of conformity. (b)(6) walked right up to me and said in front of the entire team: "I do NOT accept you as a member of this team" and walked away. I felt betrayed, rejected, and humiliated. I could not stop crying. He said this in front of the whole group including (b)(6) and my senior rater, (b)(6) neither of whom said anything. Soon after that, it was my turn to stand up and say to each member of the team that I accepted them. I was close to hysterical, yet I did manage to say to every member, including (b)(6) and (b)(6) that "I accept you as a member of this team".

At the end of this same very tense and very grueling 2-week "team building" session, I shared another experience regarding what happened when I was Medically Evacuated from Iraq and returned to Fort Lewis. There were no "Warriors in Transition" then, and there was no "Welcome Home" for me. I preempted this disclosure by stating that I wanted my coworkers to understand me and my intentions, and that I was being as vulnerable as I could and taking a huge risk in order to work through the inter- and intra personal aspects of the event. I stated how passionate I was about the Culture of Trust because I never wanted another Soldier to go through what I went through. I openly expressed that my intention was to validate to my coworkers my continued commitment to the TES-TF, the Culture of Trust, and to Army Medicine and the US Army. Additionally, I shared that I had an enlightening revelation that morning regarding my personal need for success, recognition, acceptance, and forgiveness. I was again openly crying. Several group members congratulated me, others questioned my genuineness.

The ONLY reason I talked about anything that happened in Iraq was to meet (b)(6) and (b)(6) demand for intra- and inter- personal work. The ONLY reason I shared any of the memories and emotions was to demonstrate to the (b)(6) (b)(6) (b)(6) and the whole group that I was indeed making a huge progress in my inter- and intra- personal work. The response from (b)(6) (b)(6) (b)(6) and (b)(6) was negative, unhelpful, and unsupportive. I was later told by (b)(6) in private, that when I talk about Iraq, she immediately "shuts me off" and "stops listening" because I make myself out to be "a victim and a martyr". She questioned my intention for telling the story and my genuineness in doing so. Again, I felt rejected, belittled, and betrayed. All I could think of was that if she could break me down and treat me like this, how would she treat other Soldiers? How would she treat Soldiers who had PTSD??

After this, I seemed to simply cry every day. The work environment was a nightmare. I am amazed that I even made it into work some days. All I could think of over and over was that these were Directors of the Trust Enhancement and Sustainment Task Force!! This was how they did and would treat veterans! This was supposed to be a Culture of Trust! I became more angry and more depressed. I was reliving the stories in my head over and over with the words "VICTIM" and "MARTYR" ringing in my ears. I experienced more and more nightmares about Iraq and about the explosion almost every night. I am having difficulty even writing this now. I never once wanted to share these memories and emotions; I did so because of the Director's insistence that holding back my emotions prevented me from integrating with the team. I took the risks and shared emotional revelations based upon the Director's requirement to do so, to take risks, be vulnerable, and work "inter-and intra personal issues". Every risk, emotion, and disclosure seemed to ring in my head. Yet none of it, the Truth Model, the journals, the timeline therapy, or the limiting beliefs, was part of my job description.

Later, at the time of my performance evaluation on November 29, 2011, in front of (b)(6) (b)(6), (b)(6) told me that my self-admitted need for recognition and acceptance - which I

(b)(6)

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(b)(6)

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confessed during the team building discussed above - takes energy away from the group and that it is interpreted that I do not behave like a team member. She re-stated, in front of (b)(6) that when I share my memories and experiences in Iraq, I make myself sound like a "victim and a martyr" and that I "cause factions in the team - those who sympathize with me and those who don't". She clearly stated that "I cannot have that on my team". She stated that until I can overcome that persona and change my behaviors and thought process, she would continue to rate me as a "Needs Improvement". Additionally, I was told by (b)(6) that I cannot and do not appear to be willing or able to do "the Inter- and intra- personal work required of the job". She explained that I still only think of myself and that she has spent so much time trying to "get through to me" that it has taken energy away from the team. (b)(6) clearly stated that she would give me an interim rating of "Success" if I could change the behaviors that make me sound like a victim and martyr. I was stunned. I was crying. I was humiliated. (b)(6) said nothing to countermand her so I can only assume that he shares her opinions and that her beliefs and behaviors are not only acceptable, but permitted and approved. I submitted an administrative grievance for this evaluation on December 13, 2011 and have yet to be informed of the resolution five months later. I have been met with hesitation, resistance, and extension after extension - actions which only serve to enhance my distrust in Army Medicine.

I began my job with the TES-TF in May 2011 as a strong, confident, and professional woman, a proud military retiree, a poised and accomplished public speaker, and an experienced mental health counselor. Although I have been exposed to many traumatic experiences throughout my military career, I had never been diagnosed with PTSD. Yet, after 6 months of the Truth Model, timeline therapy, journal entries, limiting beliefs, an offensive and toxic bully, and a judgmental and callous supervisor, I have been labeled as victim and martyr. After only 6 months of working for the Trust Enhancement and Sustainment Task Force, I have been diagnosed with PTSD. I remain depressed, anxious, and tearful with little to no interest in the daily happenings of my life. I can still barely sleep and have horrendous nightmares almost every night. Writing and re-writing these statements has been pure hell. I detest the very thought of returning to work with the TES-TF. It is abhorrent to me that this working environment within the Trust Enhancement and Sustainment Task Force not only exists, but is permitted and encouraged by the Senior Leadership at Army Medicine. The environment is the very antithesis of a Culture of Trust. I now question myself and I seriously question my decision to join the TES-TF and work for (b)(6). The more I write this the more I am certain that I cannot bear to return to that brutal and malicious environment.

(b)(6)

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(b)(6)

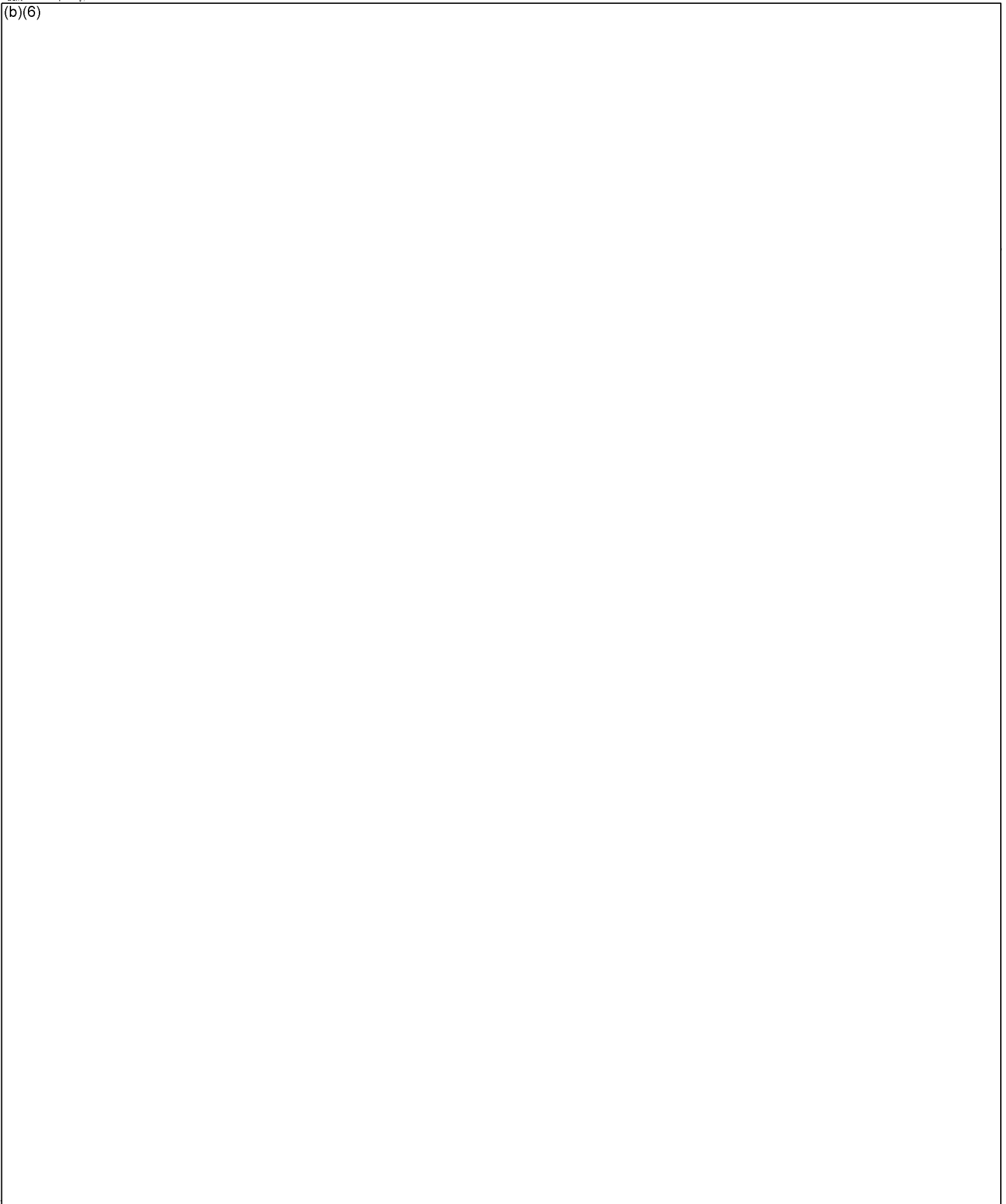


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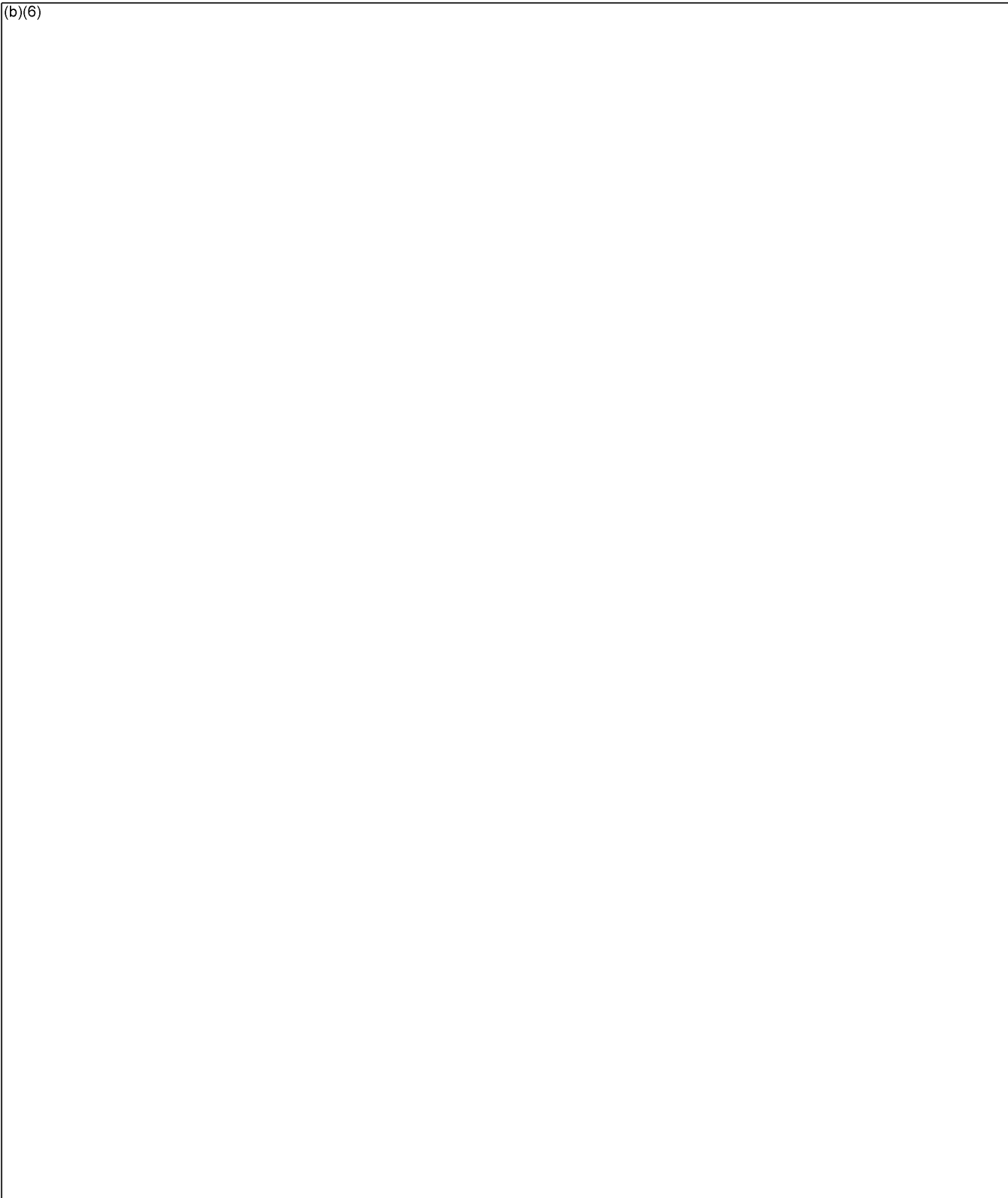
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DEPARTMENT OF THE ARMY  
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FALLS CHURCH, VA 22041-3258

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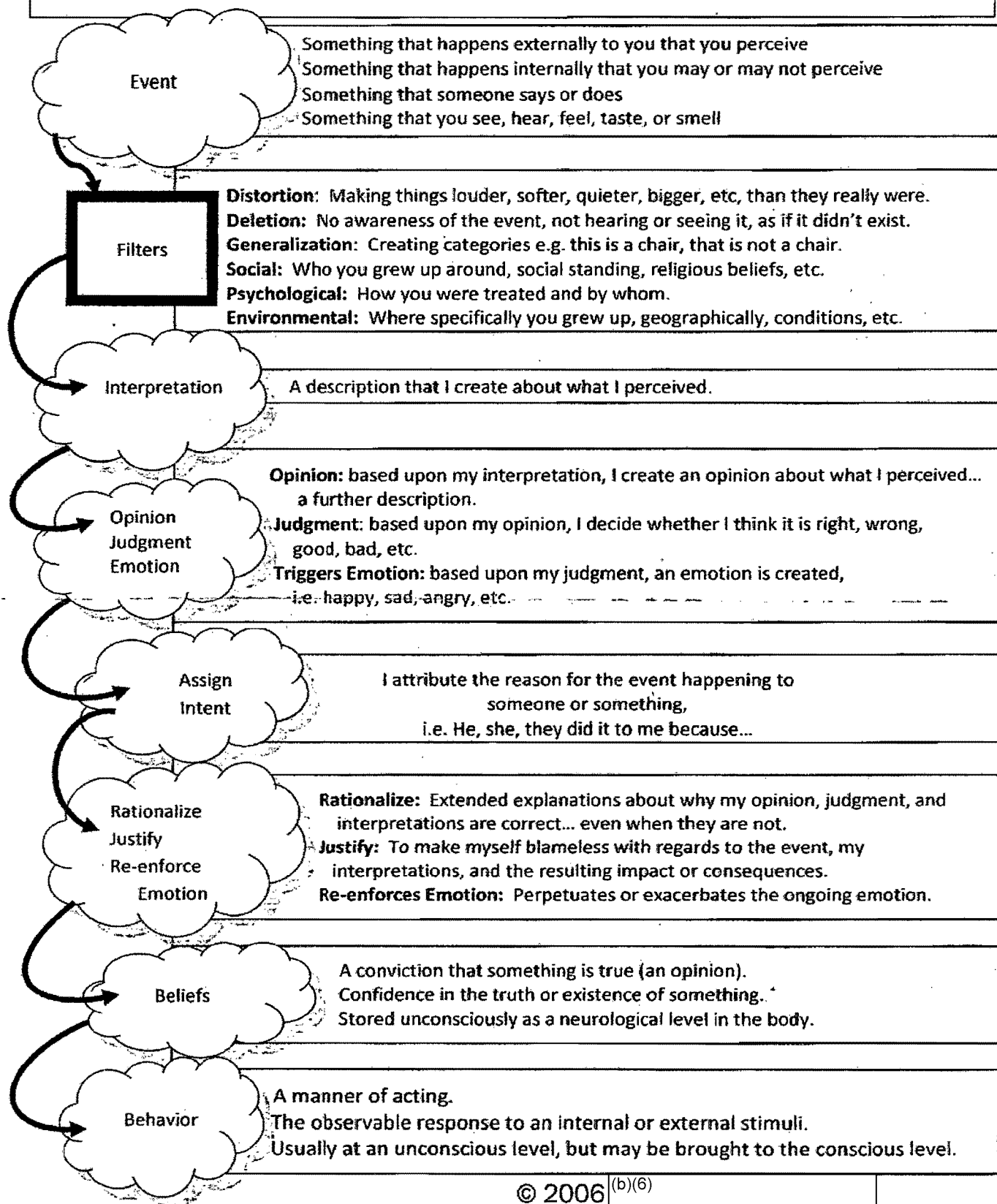
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Exhibit D

# Neuro-Linguistic Model of Human Behavioral Functioning

## Definitions



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(b)(6)

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# Section P

Date: 11 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6) Grade: GS-12 Force Mgmt Officer Organization: (b)(6)

11 MAY 1130 HRS

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long were you been assigned to the TES-TF?

A: From April 2011 through 30 July 2011

Q: Can you tell me a little about what the work you do there and about the work climate/environment?

A: I was an OD Training Specialist. The TES-TF was a new initiative that was missing some pieces. The Command climate was unstructured, a work in progress. I left because there was no support at the TES-TF for him to continue school and complete his studies. The time you needed to be away was very unpredictable and the training was very unstructured. At my new job, I'm getting 100% support to complete my studies.

Q: Did you get any initial OD training?

A: No, it was just laboratory training. We did get some familiarization with military customs and courtesies and basic organizational development background.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes, my impression was that it was mandatory and I wasn't fond of it. Most of the comments written by (b)(6) and (b)(6) in my journal were negative like, "If you can't hang, get out." I didn't see any value in the journal writing training.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, comments like, "You need to resolve your conflict." Most of those comments came from (b)(6). Some of (b)(6) open comments that alluded to journal writing were, "Get with the program or find something else that better suites you," and "You're a round peg trying to fit into a square slot." Both (b)(6) and (b)(6) made the comment to me about being a round peg in a square slot. It just didn't feel right to me.

Exhibit

P

Initials of Person Making Statement

(b)(6)

Page

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of

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Date: 11 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6) Grade: GS-12 Force Mgmt Officer Organization: (b)(6)

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: I have no idea about this.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: Yes, he threatened to fire people all day long. At the beginning, (b)(6) said that some folks who don't get this will probably leave.

Q: Did you experience (b)(6) Timeline Therapy? If so, can you describe the Timeline Therapy as it was conducted?

A: Yes, it was conducted at MAMC in approximately July 2011, before I left. I didn't question it too much but it had no value for him. Some people did have significant emotion events. (b)(6) had an emotional experience and he was crying. (b)(6) and (b)(6) both had significant emotional events. I don't remember anyone saying that attendance was optional; I thought it was mandatory.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: All I know is that she had a Ph.D but she never discussed her dissertation or research.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: Not exactly, but I do know that she hired a GS-12 MA with much more experience, especially military medical experience than the GS-13 MA who had military experience but no medical experience.

Q: Do you know whether (b)(6) discussed a desire/preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: No, not while I was there but after I left I received some questions about this from others at the TES-TF.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No, it has no structure, no performance measure (they are working on these) and no training (only behavioral training). They had no real facilitator training.

Exhibit P Initials of Person Making Statement (b)(6) Page 2 of 4

Date: 11 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6) Grade: GS-12 Force Mgmt Officer Organization: (b)(6)

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Yes! They did not provide any instruction but just expected us to learn by doing and through feedback; mostly negative feedback. I'd call some of the treatment bullying.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: I don't know because she left after I did but I didn't see her exhibit any behavioral issues.

Q: (b)(6)

A: I don't know.

Q: How much is (b)(6) in the office?

A: In the first 90 days that the TF stood up, (b)(6) was in the office approximately 30 days; about 1/3 of the time.

Q: How much is (b)(6) in the office?

A: No idea but he really didn't do anything while he was there. (b)(6) (b)(6) (b)(6) (b)(6)  
(b)(6) (b)(6) (b)(6) and (b)(6) all developed the training.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: Yes, the A-Team attended more training and conferences and no one questions them. A-Team personnel stick close by leaders and their comments and recommendations are accepted, for the most part. I believe there was disparate treatment between A-Team and B-Team personnel

Q: Can you tell me about the request/requirement to wear specific colors while out training?

A: Yes, they wanted us to wear Army Medicine colors. I don't recall if it was mandatory or voluntary. Many of us asked if they were going to provide a clothing allowance and they said, "No."

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: (b)(6) (b)(6) (b)(6)

Exhibit P Initials of Person Making Statement (b)(6) Page 3 of 4

Date: 11 May 2012 Time: 1130 HRS (PDT)

Name: (b)(6)

Grade: GS-12 Force Mgmt Officer

Organization: (b)(6)

Q: Do you have anything else to add to your statements?

A: Yes, before I left, they told me that I did something incorrect, behaviorally but never would tell me what I did wrong. They accused me of something like undressing someone with my eyes when I was observing (b)(6) interviewing a client. I never received any counseling or counseling statements.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit P

Initials of Person Making Statement

(b)(6)

Page

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# Section Q

Date: 13 May 2012 Time: 080 HRS (HDT)

Name: (b)(6) Grade: GS-11 Organizational Development Spec TES-TF, JBLM

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since April 2011

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I think it's going great. To have a job that has an impact you have to be able to get along with everyone. There are many skeptics in the class and if you are not "clean" with yourself you cannot go out and facilitate. We work in teams and we have to be comfortable in our own skin. This is "experiential" type of instruction. Everyone on the team is at different levels and there had to be a meshing of different folks. OD Specialists are cultural change agents.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes, I didn't like it at first. It seemed like drudgery to me. It resulted in self-discovery; I learned so much. I had no concerns about (b)(6) and (b)(6) reading my journal information because I knew that it would be kept confidential. Also, (b)(6) was the Director and had been doing this for 23 years. I felt she had the experience necessary to comment on our journals.

Q: Was the journal writing mandatory or voluntary?

A: It's all about choices but I saw it as mandatory and it was considered as very, very important. If you missed submitting a journal, they would ask for it.

Q: Did you see the journal writing as training or therapy?

A: It was a little of both; probably 50% training and 50% therapy. It helped with our internal development and also was training.

Q: What types of comments did you receive in your journal?

A: Comments like, "Dig deeper," "Peel back the onion," and "What feelings and emotions are you experiencing?"

Q: Did you think any of the journaling experiences could be traumatic for some on the team?

A: It could be traumatic for some. I have no idea how that would be handled but it was strictly confidential. I never saw anyone pushed to trauma.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, at our Wednesday (0900 hrs) Maintenance Meetings we talked about how things were going. Our Team agreement is to ask, "Is it OK if I share this incident?" if journal information is to be discussed. Also, I was asked by some folks to mediate conflict, for example (b)(6) and (b)(6). However

Exhibit Q Initials of Person Making Statement (b)(6) Page 1 of 4

Date: 13 May 2012 Time: 080 HRS (HDT)

Name: (b)(6) Grade: GS-11 Organizational Development Spec TES-TF, JBLM

(b)(6) and (b)(6) never seemed to resolve their conflict. When (b)(6) left, I believe her issues with (b)(6) were still there and (b)(6) still had issues with her. We are trained to do low-intensity conflict resolution. (b)(6) and (b)(6) had low key conflicts as far as I know.

Q: Do you know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal/evaluation?

A: It could be if you didn't resolve your limiting beliefs. You have to be working on it, recognizing it and trying to resolve it (your limiting beliefs). This hasn't happened to me because I've embraced this wholeheartedly.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I don't know but I think she received her degree in 2006 or 2007. (b)(6) developed the "Truth Model". It's designed to teach us to stop before we assign intent because the intent that we assign is almost always wrong and therefore, almost always an emotional response. The Truth Model is a home run every time we present it to our classes.

Q: Did you experience the TimeLine Therapy? If so, can you explain a little about it?

A: (b)(6) conducted this therapy at MAMC in a training classroom. They played some self-meditation music and (b)(6) talked us through our timeline. We thought about the first time we experienced fear, anger, regrets, etc. It was very emotional for some and many were in tears. It was huge to me and a part of our OD instruction. It helped me get rid of my need to please. I thought I had a fear of failure but really had a fear of not pleasing.

Q: Were you concerned about this being too traumatic for some on the team?

A: I think (b)(6) knew it could have been traumatic because she kept asking afterwards, "How are you doing" and made sure everyone was OK before they left. I think (b)(6) had the credential to handle any trauma or stop the proceedings if needed.

Q: Was TimeLine Therapy mandatory or voluntary?

A: TimeLine Therapy was part of our mandatory training but I always felt that I had the option to opt out. I think there could have been some who thought that they couldn't have opted out.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: Yes (requested), it was an attempt at branding with Army Medicine colors; to wear maroon, white, black, and gray. It wasn't mandatory but I do know that some did buy new clothes even though they were told not to. I bought a new maroon tie.

Q: Were you made aware of the MEDCOM Telework policy?

A: We talked about telework but I heard that since most are on "TERM" positions we are not eligible. However, we may move to an office that is even further away from JBLM and that may be reconsidered.

Exhibit Q

Initials of Person Making Statement

(b)(6)

Page 2 of 4

Date: 13 May 2012 Time: 080 HRS (HDT)

Name: (b)(6) Grade: GS-11 Organizational Development Spec TES-TF, JBLM

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No, it is based on skill sets. I'm the lead for the Pacific Region and I'm a GS-11. I have a GS-12 on my team. I came to the team with a standard military background. My toolbox is a little better. I'm very organized. While I have no formal training in OD, we do this type of work all the time in the military.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No.

Q: Do you know why (b)(6) left?

A: I believe that it was because of the relationships she had on the team. (b)(6) and (b)(6) had problems with (b)(6). I had a significant problem with (b)(6) but we resolved it quickly. (b)(6) was exceptional at documenting, writing, proofreading. She was only an observer at FT Riley but she got to facilitate at Fort Drum and I heard it was good. (b)(6) performance was good but her behaviors were problematic.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: It has much less structure than I'm used to. We have goals, objectives and performance metrics. We have an "ANTE" where everyone becomes part of the team and our group norms are part of our performance evaluation.

Q: Do you think that there is a TEAM A & TEAM B within the TES-TF?

A: There's a definite hierarchy based on your skills. I did my first class with (b)(6) to FASSL, without (b)(6) there. I guess you could say that we were the A-Team at that time.

Q: Is (b)(6) a Supervisor?

A: I think so. He has three MAs under him.

Q: Did you ever hear anyone at the TES-TF make a statement about PTSD being a choice?

A: No, I never heard that and I would be alarmed and would have to give serious thought about that if I heard that.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone else. Do you understand?

Exhibit Q Initials of Person Making Statement (b)(6) Page 3 of 4

Date: 13 May 2012 Time: 080 HRS (HDT)

Name: (b)(6)

Grade: GS-11 Organizational Development Spec

TES-TF, JBLM

A: Yes.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 6

Initials of Person Making Statement

(b)(6)

Page 4 of 4



# Section R

## SWORN STATEMENT

Date: 14 May 2012 Time: 0830 hrs HDT

Name: (b)(6)

Grade: GS-11 Organization Dev Spec

Organization: TES-TF, JBLM

14 MAY 0830 HRS

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since July 2011.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm a GS-11 OD Specialist. The TES-TF climate is overwhelming because of the travel (travel 75% of the time). There's good camaraderie and work hard listening to solve issues. There's tension with all of the training we're doing at the Medical Treatment Facilities but not within the internal environment. I have over 100+ hours of compensatory time because of all of the time on the road. When I first came on board, this was a little different for me. Building a team environment and climate was different than I was used to but this is the nature of the position and now I've adjusted to it. Team building is important. It is about knowing how we perform and about our strengths and weaknesses and is similar to the Air Traffic Control industry where I worked in the National Guard. I'm used to a feedback environment as I spent 30 years with the State of Washington as a Risk Management Consultant.

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: At first I thought, "I don't do this type of stuff." I didn't put personal things out in my journal. I didn't use names, experiences, feelings. Others provided more personal stuff. They just wanted interactions at work. I am not sure why but some folks felt like they had to put more personal information in the journals; not me! Some of the comments I received were, "Interesting," "Great perspective," and "Go deeper."

Q: Did you think the journal writing task was mandatory or voluntary and did you see any value in the journaling experience?

A: I didn't think it was mandatory. (b)(6) told us that she couldn't make civilians do the journals but she was asking us to do them.

Q: Did you see value in the journals?

A: No

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: Because he was the training director and he and (b)(6) were the two folks who were determining who was going out to do the training.

Exhibit R Initials of Person Making Statement

(b)(6)

Page 1 of 5

## SWORN STATEMENT

Date: 14 May 2012 Time: 0830 hrs HDT

Name: (b)(6)

Grade: GS-11 Organization Dev Spec

Organization: TES-TF, JBLM

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: It was a means to know how we were doing. There were talks about the journals but I don't remember much about those discussions.

Q: Do you know of any instances where journals were lost or not returned to TES-TF employees?

A: Yes, I used one steno pad over 4-5 months and it was lost. (b)(6) indicated that it was lost in the move. I didn't really care because I didn't write anything personal in nature.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: No.

Q: Who are the supervisors at the TES-TF?

A: This has always been a question. I know that (b)(6) is my supervisor, (b)(6) is the training supervisor and I know (b)(6) is a supervisor of the MAs but I am not certain about the supervisory roles the other GS12 ODs play.

Q: Did you or anyone at the TES-TF request to telework?

A: We had a short discussion on telework about six months ago. I never heard anything about whether it was requested or approved. I can't remember any open statements about telework.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I have no idea what her degree is in or what school she attended. I haven't seen or heard anything about her dissertation but she's talked about her dissertation being around trust and human systems.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events?

A: It wasn't mandatory. Instead, it was a request to follow that color scheme, if you could. Although I know that some folks said they were going to buy some new clothes for this purpose, I don't know of anyone that did.

Q: Do you believe there is an A-Team and B-Team or that perception within the TES-TF?

A: There were some employees who felt that way, related to deploying. At first, only a few teams were going out because that was the skill base. I did hear folks complain about how we can't get the experience if we aren't going out but I tried not to get involved.

Q: Did you ever hear (b)(6) threaten to fire anyone, become belligerent and/or make any inappropriate sexual jokes, comments, or innuendos?

Exhibit R Initials of Person Making Statement

(b)(6)

Page 2 of 5

## SWORN STATEMENT

Date: 14 May 2012 Time: 0830 hrs HDT

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

A: (b)(6) is 74 years old. He's frank and honest and some may see him as that. I've heard (b)(6) say something about "if you can't cut it maybe you shouldn't do this type of work" which could have been interpreted as threatening to fire someone. He has made comments that could be interpreted as being borderline.

Q: Did you say anything to (b)(6) if he said anything that was borderline?

A: Yes, I have said something in the way of "Should we really be saying stuff like that?"

Q: Did you experience (b)(6) Timeline Therapy?

A: No, I didn't attend and I didn't even hear about it.

Q: Did you experience the Team Acceptance/Rejection ritual?

A: Yes, I had never done anything like that before.

Q: Did you think this was appropriate for a military environment?

A: (b)(6) and (b)(6) engaged in this exercise and they are military and they probably didn't know some of the folks on the team.

Q: Was there anyone who was not accepted?

A: There was only one person that had two people they didn't accept.

Q: Who was that?

A: (b)(6) didn't accept (b)(6) or (b)(6)

Q: Did you think the experience was valuable or necessary?

A: No

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF? Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: No, I never heard that.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: That's usually handled by (b)(6) and (b)(6) and it's not my place to say because OD is new and I don't have any past experience with it.

Exhibit R Initials of Person Making Statement (b)(6) Page 3 of 5

## SWORN STATEMENT

Date: 14 May 2012 Time: 0830 hrs HDT

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

Q: Did you ever hear anyone at the TES-TF make a comment about PTSD being a choice?

A: No, I didn't hear any comments about PTSD.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No, it's intense at times. There may have been some folks who may have seen the environment as intimidating but not toxic.

Q: Why did (b)(6) leave?

A: It came out in the group environment that there were complaints about inappropriate behaviors with clients. (b)(6) discussed those complaints in front of the entire group.

Q: Why did (b)(6) leave?

A: It's not her kind of work environment. I went to FT Riley with her and she talked to me about journaling.

Q: Why did (b)(6) leave?

A: (b)(6) could be a good facilitator but she was explosive and unpredictable. I got along with her but she could be reactive. Some folks had severe rubs with her. I would avoid conversations with her. She was a great writer, with great skills. She brought value to the organization but would overreact to situations.

Q: Why did (b)(6) leave and do you think she'll return?

A: She told me she was pretty stressed with the environment and she seemed to have a strong desire to please (b)(6).

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

Exhibit R Initials of Person Making Statement (b)(6) Page 4 of 5

## SWORN STATEMENT

Date: 14 May 2012 Time: 0830 hrs HDT

Name: (b)(6)

Grade: GS-11 Organization Dev Spec

Organization: TES-TF, JBLM

(b)(6)

(Signature of Person Making Statement)

Exhibit R Initials of Person Making Statement

(b)(6)

Page 5 of 5

# Section S

Date: 14 May 2012 Time: 1030-1230 HRS

Name: (b)(6) Grade: GS-13 Management Analyst

Organization: TES-TF, JBLM

14 MAY 1030 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since April 2011. I'm a GS13 Term employee. I'm retired from the Navy.

Q: Are you in a supervisory position? Do you supervise the other three Management Analysts?

A: I was hired in and told I was in a supervisory position to manage up to three employees. I was informed in January 2012 by (b)(6) that my coding in the system showed a code different than a supervisor and that it was going to be corrected. About three or four weeks ago, (b)(6) showed me a new draft PD. When I was hired I was told that I could supervise up to three folks.

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I am a Management Analyst. I analyze data and provide support for the OD specialists as well as do "other duties as assigned." The entire team is asked to support each other in the mission, and often will do work outside of their immediate area. As it is needed I have been asked and willingly done OD work. In my opinion that falls under "other duties as assigned". The operational tempo is picking up. This is a high priority, high visibility job and we are in the process of hiring up to 20 more people. We just got a message from the TSG about how important this mission is. The internal work environment is good. People believe in the mission. Two to three folks are struggling because they have difficulty being able to identify their own internal beliefs. All of us have come to this at different stages. Once I identified beliefs that got in my way, and then realized they were not supporting me in my own life or ability to do my job to the best of my ability, I either changed them or removed them and then "I got it." In my opinion self-awareness is required to be a most effective facilitator. You need to know your triggers that cause you to be reactive and emotional. Some folks still seem to have some issues with being able to be self-aware. (b)(6) is a new employee and this is his first OD job. It's not the same old training; meaning not platform training simply relaying content, rather we are talking with people about relationships and how to work well together. I believe that I have to be doing "intra-personal work" in order to be clean with myself. If I'm struggling with that, then I can't facilitate effectively. This is a different kind of training; different from the military where people tell our military folks to check their emotions at the door." We must have trust levels and the courage to step out of the box for the sake of relationship, show vulnerability, and use storytelling to help others see the importance of their behaviors.

Exhibit

S

Initials of Person Making Statement

(b)(6)

Page

1 of 5

6-11-12



Date: 14 May 2012 Time: 1030-1230 HRS

Name: (b)(6)

Grade: GS-13 Management Analyst

Organization: TES-TF, JBLM

Q: Were you required or requested to submit weekly journals of your personal experiences and beliefs?

A: Yes, we did it for the approximately the first six months. It was highly encouraged but nothing ever happened when folks didn't turn them in. I don't like to write journals and never had prior to here and at first, it was awkward and difficult. We were supposed to write about what we learned that day, what we learned about our self and what we learned about the team. I received positive comments such as, "Nice observation," as well as questions like "Are you sure?" and "Valuable experience." It was just feedback which was challenging and supportive, not really negative or positive. Journal writing is part of all OD training in some of the courses and schools. The process forced me to write my thoughts for the sake of becoming self aware.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: No, I never questioned (b)(6) reading the journals because of his extensive experience in the OD field and we were told right up front that he and (b)(6) would be reading and commenting on them.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Not specifically but yes, generically; at least two times, maybe a few more than that. One comment I remember was "Two of you are having conflict because I read it in your journal." Our group norm, which was agreed to by all group members, was to address conflict within 48 hours and report it to group within a week. If not still resolved, and then seek additional support if needed from peers or other group members.

Q: Do you know of any instances where journals were lost or not returned to TES-TF employees?

A: I don't recall of any journals being lost or missing if they were, that would be concerning to me.

Q: Do you believe or know of any instances where this information was used to evaluate you or any other employees as part of their annual appraisal?

A: No I was not aware of any information from journals being used for performance appraisal. It was feedback meant to facilitate our individual learning. A person's performance is based on feedback, but not based on journals that I am aware of.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: I've heard him say that he would personally recommend to (b)(6) that if in his opinion a person was not able to do the job properly they should be removed from those responsibilities; I never heard him say he would or would recommend firing anyone.

Q: Did you ever hear (b)(6) be beligerant?

Exhibit 5 Initials of Person Making Statement (b)(6) Page 2 of 5

6-11-12

Date: 14 May 2012 Time: 1030-1230 HRS

Name: (b)(6) Grade: GS-13 Management Analyst

Organization: TES-TF, JBLM

A: No. (b)(6) is very passionate about our work and I have never observed him being belligerent to myself or anyone else.

Q: Did you experience (b)(6) Timeline Therapy?

A: Yes, it was extremely powerful and totally voluntary. We had done training on Neuro-linguistic Programming (NLP) that day. (b)(6) did emphasize that it would be valuable training but it wasn't a piece of the curriculum, not for professional development but for self-development only.

A: Q: Can you describe the Timeline Therapy?

A: It is a way to identify your limiting beliefs and triggers; a method to get in touch with your beliefs and understand where they may have come from so you can make some choices. It was very emotional for me. I didn't have any concerns about the emotion because I trusted (b)(6) and was willing to give it a try. (b)(6) is certified and training NLP. (b)(6) offered to do additional talking with teammates, if anyone needed.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I know that her dissertation is on "Trust" she has told us about it before, but I have never asked to see it nor am I aware of her ever saying she would not share it. She is introduced as (b)(6)

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No.

Q: Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: No, I never heard that but just a discussion about how the process works.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: This is an on-going effort and we're still working on this. Much of it will be based on comprehensive trust assessments and feedback from participants. We are really too new to have significant metrics. There's no baseline out there, ie Retention, EO/EEO complaints, etc. This is still a work in progress.

Q: Did TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

Exhibit 5 Initials of Person Making Statement (b)(6) Page 3 of 5

6-11-12

Date: 14 May 2012 Time: 1030-1230 HRS

Name: (b)(6) Grade: GS-13 Management Analyst

Organization: TES-TF, JBLM

A: No.

Q: Do you know why the following TES-TF personnel left the TF?

Q: (b)(6)

A: (b)(6) told us that he realized that he was not ready and able to do OD work and he professionally resigned.

Q: (b)(6)

A: I was not present when she made her decision and was told she decided this wasn't where she wanted to go.

Q: (b)(6)

A: She was "let go" and wasn't able to "fit in" and do the stuff. As a facilitator she was nervous and resistant to feedback.

Q: (b)(6)

A: I had concerns with her doing the work because she wanted to do it her way not the way we were being taught or requested based on leadership's expectation or guidance. I saw her facilitate at FT Drum and she did OK; a little nervous. She received feedback well. She wasn't willing to accept responsibility for her own interpersonal actions within the group. She found it very difficult to work through an issue with others. If she comes back, she has some work to do interpersonally and I'm concerned about her physical condition based on her own remarks about not being able to stand or sit for prolonged periods of time which is part of what we do as facilitators. Additionally the travel requirements can include flights that are very long as well.

Q: Did you ever hear anyone at the TES-TF request additional security when working with WTU personnel because of concerns regarding possible PTSD reactions?

A: (b)(6) had worked at a WTU before and she said that she was concerned about possible WTU responses in that some of the WT could be dealing with issues that make them uncomfortable and that we as facilitators just need to be aware of our audience.

Q: Did you or anyone at the TES-TF request to telework?

Exhibit

5

Initials of Person Making Statement

(b)(6)

Page

4

of

5

6-11-12

Date: 14 May 2012 Time: 1030-1230 HRS

Name: (b)(6) Grade: GS-13 Management Analyst

Organization: TES-TF, JBLM

A: I believe (b)(6) asked about that as an option. (b)(6) said none of us, except for (b)(6) (b)(6) and (b)(6) were eligible because we are term employees.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: I've heard that but I don't agree with it. We had a discussion about why folks think that way. I have not seen any examples of difference in A-Team and B-Team treatment. The premise for the difference in team is based on skill levels which simply relates to putting your best possible team on the ground for the client.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit

S

Initials of Person Making Statement

(b)(6)

Page

5 of 5

6-11-12

(b)(6)

**USA MEDCOM HQ**

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Thursday, May 17, 2012 4:49 PM  
**To:** (b)(6) USA MEDCOM HQ  
**Subject:** RE: Supervisory Status (UNCLASSIFIED)  
**Attachments:** PD HT360875.doc  
**Signed By:** (b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

\*NOTICE: Message body content downgraded from previous markings  
 UNCLASSIFIED//FOUO by (b)(6)

\*NOTICE: Attachment downgraded from previous markings UNCLASSIFIED//FOUO  
 by (b)(6)

He is on a non-supervisory position description. I've attached the pd.

-----Original Message-----

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Thursday, May 17, 2012 3:17 PM  
**To:** (b)(6) USA MEDCOM HQ  
**Subject:** Supervisory Status (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6) I have been assigned as an Investigating Officer and need to confirm some information regarding an employee assigned to the TES-TF at OTSG.

I understand that (b)(6) GS-0343-13, assigned to TES-TF, OTSG is not officially in a Supervisory position. Can you please confirm whether his position (PD# 360875) is coded in DCPDS as a supervisor? I was provided the PD# 360875, however, if he's now under a different PD#, please advise.

Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED

Caveats: FOUO

Classification: UNCLASSIFIED

Caveats: NONE

Exhibit 8

~~DATA~~

6

## Position Description

PD#: HT360875

Replaces PD#:

Sequence#: 2104763

### MANAGEMENT ANALYST

GS-0343-13

**Servicing CPAC:** PERSONNEL AND EMP PENTAGON,  
DC

**Agency:** ARMY**Army Command:** MC

**Installation:** HTMCW3VY0181AAAAHQ US ARMY  
MEDICAL COMMAND OFFICE OF THE  
COMMANDING GENERAL FALLS  
CHURCH, FALLS CHURCH, VA

**Command Code:** MC  
US ARMY MEDICAL  
COMMAND

**Region:** NORTHEAST**Citation 1:** OPM PCS MGMT & PROGRAM ANALYSIS SERIES, GS-343, AUG 90

**Classified By:** HQDA,  
CPAC

**Classified Date:** 10/21/2010**FLSA:** EXEMPT**FLSA Worksheet:****FLSA Appeal:** NO

**Drug Test Required:** POSN  
NOT REQ DRUG TEST

**DCIPS PD:** NO**Career Program:** 26

**Financial Disclosure  
Required:** NO

**Acquisition Position:** NO**Functional Code:** 00

**Requires Access to  
Firearms:** NO

**Interdisciplinary:** NO**Competitive Area:**

**Position Sensitivity:**  
NONSENSITIVE (NS)  
NATIONAL SECURITY  
RISK

**Security Access:** No Access  
Required; ENTNAC/NAC

**Competitive Level:** 0000**Target Grade/FPL:** 13**Career Ladder PD:** NO**Emergency Essential:** No

[N: Position Not  
Designated Emergency-  
Essential Or Key]

**Bus Code:** 8888

**Personnel Reliability  
Position:** Not Valid PRP Code

**Information Assurance:** N **Influenza Vaccination:**

Exhibits

7

**Army Enterprise Position:** Supervisor **Status:** Non-Supervisory

**Position Designation:**

**PD Status:** VERIFIED

**Position Duties:**

Serves as a Management Analyst performing assigned analytical studies for the Trust Enhancement and Sustainment Task Force (TES TF), Office of the Surgeon General (OTSG). Provides management and program analysis services and recommendations on all aspects of the Culture of Trust (COT) initiative, to include levels of organizational trust, customer service, and organizational culture. Uses standard analytical and work measurement techniques to develop a sound basis for management, cost, and program planning and control. Prepares appropriate documentation of findings to support recommendations, presenting findings to Directorate Chief, management officials, and MEDCOM senior leadership.

**MAJOR DUTIES:**

1. Conducts studies based on workload, utilization, costs, work methods and procedures, organizational and functional alignment, and program goals established by MEDCOM or other requirements identified by the supervisor. Establishes time frames to conduct and complete studies in accordance with prescribed deadlines. Identifies causal factors for beneficial and non-beneficial variations from expected trends and makes substantive recommendations for correction and capitalization strategies. Coordinates planning and development of studies with internal and external organizational elements such as MSCs, DA, and DoD. Identifies opportunities to gain synergy through combining requirements and resources. Develops and delivers briefings of analysis of results at the MEDCOM level as well as MSC Commanders, MSC senior leadership, Military Treatment Facility (MTF) Commander, MTF senior leadership, and General Officer levels. (25%)
2. Performs general or focused prospective, concurrent, and retrospective reviews. Completes data abstraction and provides analysis of data/information as part of the review. Regularly utilizes Organizational Trust Index, Change Capacity, Values Profile Index, Army Provider Level Satisfaction Survey (APLSS), command climate surveys, Interactive Customer Survey (ICE), and various employee surveys to gather data. Conducts studies of the data provided through the above resources not only individually, but utilizes data from across all sources in order to present a complete picture of MEDCOM culture, trust levels, and customer service. 25%
3. Analyzes information to make quantitative and qualitative evaluations for the preparation of narrative and statistical reports of findings. Employs management analysis techniques and methods to develop information for comprehensive reports, addressing such elements as cost analysis, work measurement, trend analysis, efficiency, effectiveness, productivity, and tangible benefits. Assesses (in terms of degrees) the success or failure in attaining program operational goals and objectives. Incorporates substantive recommendations for resolution of problems identified in studies such as eliminating, adding, changing, or rearranging specific procedures, products or services, or

Exhibit S

making other changes to more efficiently or effectively manage resources or achieve program goals. Prepares complete and fully documented studies for MEDCOM review. Submits reports to the supervisor for review although content of studies are generally accepted as technically accurate. Prepares and develops databases and updates as necessary. Conducts briefings and reviews as required. (25%)

4. Manages strategic and business plans based on goals established for the COT. Assists with the development of business initiatives that will enable the enhancement and sustainment of trust both internal and external to MEDCOM. Makes recommendations and implements approved initiatives by providing detailed plan, procedures, and target completion dates. Assists in the development of the operational aspect of business plans by interacting with MEDCOM points of contact to include providing them with education on the significance of the business plans. Conducts/coordinates studies to determine economic feasibility of proposals. Obtains and analyzes statistical data from all available sources to support/document business proposals. Closely monitors initiatives to ensure goals are being met and determines reasons for non-achievement of goals. Prepares reports on initiatives reflecting current status from all aspects to include funding obligations, cost transfers, manpower, and recaptured workload. Interviews MEDCOM staff members and external subject matter experts to determine true operational requirements and initiative needs. (25%)

Performs other duties as assigned.

The incumbent may travel approximately 25% of the time.

#### Factor 1. KNOWLEDGE REQUIRED BY THE POSITION: FL 1-8, 1550 Points

Expert knowledge of resource structures, programs, missions, functions, and organizational methods.

Expert knowledge analytical and evaluative methods and a thorough understanding of management evaluation and measurement techniques to conduct complex analyses and studies and the ability to apply the principles and concepts of organizational trust, organizational development, and organizational effectiveness to a wide variety of scenarios.

Comprehensive knowledge of quantitative and qualitative methods and techniques to analyze substantive mission programs and to develop new systems and procedures to improve program efficiency and effectiveness.

Comprehensive knowledge of agency program goals and objectives, sequence and timing of key program events and milestones, and methods of evaluating the worth of program accomplishments.

Expert skill in designing and conducting comprehensive management studies, and preparing solutions to especially broad, important, and severe management problems.



Skill to negotiate effectively with management to accept and implement recommendations where the proposals may require extensive changes in established procedures and/or may be in conflict with the desires of area studies.

Factor 2. SUPERVISORY CONTROLS: FL 2-4, 450 Points

Within the framework of priorities, funding and overall program objectives, the employee and supervisor develop a mutually acceptable plan which typically includes identifying the work to be done, application of analysis techniques, and deadlines for its completion. Accomplishes assignments independently, consulting supervisor only when unusual problems which were not anticipated are encountered. Informs supervisor of potentially controversial findings, issues or problems that may have substantial or widespread impact on MEDCOM's interests. Completed projects are reviewed by the supervisor for adherence to organizational goals, guidelines and effectiveness in achieving objectives.

Factor 3. GUIDELINES: FL 3-4, 450 Points

Guidelines consist of general administrative policies and management, and organizational theories that require considerable adaptation and/or interpretation for application to issues and problems studied. At this level, administrative policies and precedents provide a basic outline of the results desired, but do not go into detail as to the methods used to accomplish the project. Administrative guidelines usually cover program goals and objectives of the employing organization, such as agency control on size of the workforce, productivity targets, and similar objectives. Within the context of broad regulatory guidelines the employee may refine or develop more specific guidelines such as implementing regulations or methods for the measurement and improvement of effectiveness and productivity in the administration of operating programs.

Factor 4. COMPLEXITY: FL 4-5, 325 Points

The assignment requires the analysis of interrelated issues of effectiveness, efficiency and productivity of substantive mission-oriented programs. Conflicting program goals and objectives and the need to treat subjective concepts complicate decisions inherent in planning, organizing and conducting studies. In some instances work is complicated by the need to develop data about workload and program accomplishments that is currently unavailable. The employee develops methods to improve effectiveness with which programs are administered and/or develops new approaches to program evaluation.

Factor 5: SCOPE AND EFFECT: FL 5-4, 225 Points

The purpose of the work is to analyze and evaluate major administrative aspects of substantive, mission-oriented programs. The work involves identifying and developing ways to resolve problems or cope with issues that directly affect the accomplishment of principal program goals and objectives. Constant evaluation of effectiveness is required by the incumbent who recommends significant changes to top management to ensure

Exhibits

management techniques, administrative procedures, and organization structure facilitate mission accomplishment in this dynamic environment. As missions evolve, long-range workload analysis and resource planning are critical to meet future mission requirements. Evaluations serve as the basis for substantive changes in MEDCOM programs affecting Army services worldwide.

Factor 6 and 7. PERSONAL CONTACTS AND PURPOSE OF CONTACTS: FL 3-c, 180 Points

Frequent contacts are necessary with senior leaders, supervisors, managers, union officials and employees throughout MEDCOM relative to significant and controversial issues (e.g. major organization realignments, experiments in teaming, workload analysis, and customer relations). The nature of this position requires the employee to possess negotiation skills in order to persuade senior leaders and supervisors to accept and implement recommendations that will significantly change the nature and scope of their organization and the way the command operates. Incumbent must also negotiate with staff regarding the validity of projected workload increased and persuade them to readjust resource levels accordingly.

Factor 8. PHYSICAL DEMANDS: FL 8-1, 5 Points

The employee does primarily sedentary work. There may be some walking, standing, bending, carrying of light items, or driving an automobile. No special physical effort or ability is required to perform the work.

Factor 9. WORK ENVIRONMENT: FL 9-1, 5 Points

The employee works in an adequately lighted and ventilates office environment.

TOTAL POINTS - 3190

(3155 - 3600 = GS-13)

**Fair Labor Standards Act (FLSA) Determination = 0**

**FLSA Comments/Explanations:**

**Position Evaluation:**

Evaluation Outline:

\_\_\_\_ Availability Pay Exemption (e.g., Criminal Investigators, U.S. Customs and Border Protection pilots who are also Law Enforcement Officers).

\_\_\_\_ Foreign Exemption (Note: Puerto Rico and certain other locations do not qualify for this exemption - see 5 CFR 551.104 for a list of Nonexempt areas.)

\_\_\_\_ Executive Exemption

\_\_\_\_ Exercises appropriate management responsibility primary duty) over a recognized organizational unit with a continuing function, AND

\_\_\_\_ Customarily and regularly directs 2 or more employees, AND

//

Exhibits

☐ Has the authority to make or recommend hiring, firing, or other status-change decisions, when such recommendations have particular weight.

Note: Shared supervision or matrix management responsibility for a project team does not meet the above criteria. Limited assistant manager functions or acting in the absence of the manager does not meet the above criteria.

☐ Professional Exemption

☐ Professional work (primary duty)

☐ Learned Professional, (See 5 CFR, 551.208) (Registered Nurses, Dental Hygienists, Physician's Assistants, Medical Technologists, Teachers, Attorneys, Physicians, Dentists, Podiatrists, Optometrists, Engineers, Architects, and Accountants at the independent level as just some of the typical examples of exempt professionals)

or

☐ Creative Professional, (See 5 CFR 551.209),

or

☐ Computer Employee (See 5 CFR 551.210; must meet salary test and perform such duties as system analysis, program/system design, or program/system testing, documentation, and modification). Computer manufacture or repair is excluded (non-exempt work).

☒ Administrative Exemption

☒ Primary duty consistent with 5 CFR 551 (e.g., non-manual work directly related to the management or general business operations of the employer or its customers), AND job duties require exercise of discretion & independent judgment.

Comments/Explanations: (State which major duties/job functions are Exempt; it is possible to combine exempt work from more than one category to arrive at an overall determination that the employee is Exempt): Exempt as employee develops guidance and interprets policy for others. Most assignments required adaptations or independent judgment.

Conclusion: EXEMPT

**Position Competencies:**

Exhibits

12

# Section T

Date: 14 May 2012 Time: 1300 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Training Director

Organization: TES-TF,

JBLM

14 MAY 1300 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since May 3, 2011; I'm a retired annuitant.

Q: I understand you are the Training Director. How do you think things are going internally with the staff at the TES-TF?

A: We've had an impact and part of our job is to challenge the status quo. We have a passion about organizational change, organizational culture and opportunities to shape Army Medicine. Are the pieces in place to move the TES-TF forward? Not sure but the work is very exciting and we've accomplished some significant things. Most of team has progressed from admirably to marvelously. For example, (b)(6) (b)(6) a 24-year Submarine Sailor, is overcoming old Navy ways and he's doing great things. I

have much hope for him.

Q: I would expect that you would have that same hope for all of the team?

A: If they would do their work, I would. Much of the staff experience is in platform training. We ask our folks to know how to change the delivery in the moment. They must be able to change the game plan and know what to do in the moment. Last time the entire team was together things were very tense. We had problems getting personnel to settle intrapersonal issues. We conduct Maintenance Meetings on Wednesdays to discuss issues; the intention was good but it hasn't worked very well. We still have gossip on the team. You can't go out and train if you haven't resolved inter and intra-personal issues. I wonder about their ability to facilitate. There are no credentials or specialized training in this field. Q: Have you provided any training beyond the interpersonal and intrapersonal training for those on the team that need to improve their facilitation skills? We have provided group design and facilitation training at home and within our onsite presentation groups.

A: I'm still seeking those training opportunities. I met with one the ladies who helped put together the culture of trust implantation in July of 2010, (b)(6) and asked where to go learn good hands on small group facilitation/interpersonal skills versus primarily the survey guided approach. She said that no one really does that type of training anymore and she didn't know where to get interpersonal

Exhibit T Initials of Person Making Statement

(b)(6)

Page 1 of 5

Date: 14 May 2012 Time: 1300 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Training Director

Organization: TES-TF,

JBLM

training. (b)(6) is a member of the Board of Directors of the National Training Laboratories (NTL) and I consider her a very knowledgeable resource.

Q: Can you tell me about the Journal-Writing training/therapy?

A: Journaling is a regular part of OD work. We told people, "We expect you to do it" and it was mandatory. We did journaling during OE training at FT Ord, at the Army Organizational Effectiveness Training Center, and it has been a regular feature of much of the training I have undergone over the years. It's a good way to get at self-reflection. For example, I may have reflected on training last week and realized something to work on. Journaling asks the team "How does this apply to you?" Journal writing was a very valuable experience and many of the team told me that. We asked our people to address three questions when journaling: What did you learn, what did learn about yourself, and what did you learn about the/our group?

Q: Did you have the authority and credentials to read and comment on the journals?

A: Sure, I had the authority to review them since it is part of the development that is required before training.

Q: Was it mandatory for everyone or for some members of your staff to write and turn in these journals?

A: Yes, it was mandatory.

Q: What did you and (b)(6) do to safeguard the private information presented in the journals? Were all journals returned? Were any journals lost?

A: We moved to a different office in August or September 2011. I suspect that we lost track of some of them during that move. When someone asked for their journal back, I remember saying, "I lost track of it." I believe that was (b)(6) or (b)(6) but I don't remember (b)(6) journal being lost. Maybe he or (b)(6) lost it. That was the only time I am aware of the possibility of losing track of any journals.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: Yes, for example I said things like, "I have heard from several of you about your concern for lack of structure within the TES-TF" and "Some of you still say in your journals that you still have conflict."

Exhibit 1 Initials of Person Making Statement

(b)(6)

Page 2 of 5

Date: 14 May 2012 Time: 1300 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Training Director

Organization: TES-TF,

JBLM

would report, in a general way, the noise. I don't recall actually reading from any journal. (b)(6) accused me of sharing journal information with the group but I don't recall doing so, that would have been a violation of confidentiality.

Q: Did you ever threaten to fire anyone?

A: No, and I do not have the authority to do so.

Q: How about (b)(6)? Have you threatened to fire (b)(6)?

A: I have never threatened to fire (b)(6). (b)(6) has asked for advice and coaching but, he sometimes goes off in a weird response. When I ask him why he says, "I haven't finished that business yet." Three of our people have resigned during the past year, primarily because this was not what they expected. This is not for everyone, and it is a make-it or break-it business.

Q: Tell me about the TIMELINE THERAPY. How and where was that therapy done? Do you have a copy of the Lesson of Instruction (LOI) for this therapy?

A: This was an optional session that (b)(6) conducted, along with Neuro-Linguistic Programming training (dynamics of influence). Later a few folks talked about being forced to do this therapy. I was surprised by this because we repeatedly emphasized the optional aspect of this training.

Q: Were you concerned about any risk in conducting this therapy, any risk of anyone having a significant emotional event?

A: No. We were authorized to do Timeline Therapy. It is simply another tool for training. I was a certified practitioner of NLP and Timeline Therapy. (b)(6) is a master trainer of NLP, Timeline Therapy, and Hypnotherapy. (b)(6) has mentioned to the team that she can do some hypnotherapy, hypnosis with employees if needed. She's told the team that if they are interested in this additional training to just talk to her about it, it has never been a requirement of any sort.

Q: Do you know what (b)(6) Ph.D is in and what school she received it from?

A: She has a Ph.D from Kennedy-Western. I helped her with it. She did her dissertation in "Dynamics of Trust in Teams and Organizations." I read her dissertation.

Q: Did you ever hear a statement that PTSD is a choice?

Exhibit 1 Initials of Person Making Statement

(b)(6)

Page 3 of 4

Date: 14 May 2012 Time: 1300 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Training Director

Organization: TES-TF,

JBLM

A: I remember, during Spectrum Training, conducted by (b)(6) someone said that they thought that under some circumstances PTSD was a choice but I don't remember who said it. I wouldn't be alarmed if I heard (b)(6) say that because we are both big believers in the role of choice in our daily actions.

Q: Do you think the TES-TF has sufficient structure, standard processes, and performance objectives and does it provide sufficient training for all employees?

A: We don't have much structure in the traditional sense, and that is very deliberate; it's required to achieve our end state. OD is a four step process: Assess, plan recommendation to resolve issues, deliver training team building and conflict resolution, and evaluate effectiveness of the training. We use the "Team Approach". (b)(6) and I don't have a grand plan; we just know what we want to achieve. There's no need for structure because we must be able to change the program on the fly to support the different training needs of our clients. The bottom line is, I believe we have sufficient structure and of the right kind, to accomplish our purpose.

Q: What do you think may be the cause for almost 25% of your team resigning from their positions and/or actively searching for new employment?

A: OD work is hard and it's not for everyone.

Q: Do you have anything else to add to your statements?

A: Yes; My job as the Training Director as I see it is threefold. First: I must equip our consultants with the interpersonal, small group, and OD skills and the confidence to use them, in order to accomplish our daunting mission of transforming the culture of Army Medicine. Secondly, I am one of the few people to set the "bar" for performance and behavior. Thirdly, I am one of the senior people in our organization charged with judging progress and success or the lack thereof within our consultant group. There have been some disagreements discussed privately and openly about the first two, for a few of our folks this has not been resolved. The third one has been the source of ongoing strife with a few of our people. The accountability piece has resulted in unresolved conflict with four or five of our people. As I said, this is very difficult work, I have been doing it for forty years, and I have long been convinced it is not for everyone.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

Exhibit

T

Initials of Person Making Statement

(b)(6)

Page

4 of 5



Date: 14 May 2012 Time: 1300 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Training Director

Organization: TES-TF,

JBLM

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 5. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

*Signed 04 June 2012*Exhibit T Initials of Person Making Statement

(b)(6)

Page 5 of 075

(b)(6)

CIV USA

To:  
Subject:

(b)(6)

USA MEDCOM HQ

RE: IO Interview (UNCLASSIFIED)

I apologize for the delay, I have been on the road again and have just returned. Here goes:

1. T-Groups in general. Started in the late 1940's and morphed into the National Training Laboratories (NTL), headquartered in Bethel, Maine. T-Group stands for training group. Developed as a vehicle for individual people to pursue personal growth and as a teaching/learning means for facilitators to learn about and develop the skills of group dynamics. Relatively, but not completely, unstructured, wherein the information spontaneously generated in group discussions is used as the grist for learning and growth. Very popular in the 60's, 70's, and into the 80's. Still around in some forms. NTL still exists additional info on NTL and T-Groups available online.

2. T-Groups and TESTF: As part of my early training in Organization Development (OD), at the US Army Organizational Effectiveness Training Center (OETC), at Ft. Ord, CA. I was sent by the Army to participate in three or four five-day T-Group Sessions conducted by NTL. Small group dynamics were a core part of the OETC curriculum over some 10 years. T-Group and small group dynamics were designed into OETC training and activities. (b)(6) received her OD training at the hands of the Army National Guard in the early 1990's, who had assumed the mission of the OETC when that Center was closed in the late 1980's. As such, much of her training in group dynamics was conducted using T-Groups or T-Group methods. One of our OD Consultants, (b)(6) completed a Master's Degree recently in Seattle, where the students spent half their time in T-Groups as participants and facilitators. (b)(6) and myself brought the T-Group into our curriculum to provide our folks a realistic means of learning basic and advanced group facilitation skills as well as how to successfully facilitate unexpected and challenging situations that might emerge spontaneously in groups, as they frequently do in or work in the field. Part of the skill involved for our facilitators is to learn how to maintain effective control over any type of emergent group situation.

3. As used at TESTF: We have conducted only one T-Group, sometime last fall as I recall. It lasted no more than three hours, it was offered as an intro to T-Groups, all our staff were invited, it was not mandatory, and about 90% or more of our staff attended. It was co-facilitated by (b)(6) and myself, it was very benign, nothing remarkable happened. We have scheduled additional sessions but have been unable to conduct any more because of our operational schedule. I believe being able to effectively facilitate a T-Group or a T-Group like event is a real test of a facilitators' skill set. It has a further potential benefit for folks in our line of work in that simply participating in a laboratory learning experience furthers their understanding of how groups behave and operate.

(b)(6)

Training Director  
TES-TF

(b)(6)

-----Original Message-----

From: (b)(6) USA MEDCOM HQ  
Sent: Friday, June 08, 2012 3:57 PM  
To: (b)(6) CIV USA  
Subject: RE: IO Interview (UNCLASSIFIED)

Classification: UNCLASSIFIED  
Caveats: FOUO

6

Exhibit T

(b)(6) Can you help answer the question that I posed to (b)(6)?

She said that you would be the best one to respond to this question. I understand that you used T-Group training at the TES-TF. I'd like to know more about how this was done, how long you operated these T-Groups and the benefits and purpose of T-Groups. Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

-----Original Message-----

From: (b)(6) USA MEDCOM HQ

Sent: Friday, June 08, 2012 8:50 AM

To: (b)(6) USA MEDCOM WRMC

Subject: IO Interview (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6) I want to know more about running a T-Group and how T-Groups were used in OD Training at the TES-TF. You can send me a written response or we can discuss on the phone today or Monday. Realize that you're swamped, just getting back from TDY and I'd like to work around your schedule as much as possible.

Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED

Caveats: FOUO

Classification: UNCLASSIFIED

Caveats: FOUO

Exhibit T

# Section U

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

14 MAY 1500 HRS

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: Since approximately May 2009 when it was called the CDOC.

Q: I understand you are the Director. How do you think things are going internally with the staff at the TES-TF?

A: I think things are going well for all in the TES-TF with the exception of four employees. I know that (b)(6) is not happy.

Q: Why do you think that?

A: (b)(6) was surprised and upset by the rating we gave her in November 2011. (b)(6) (b)(6) and I were in the room when we gave her a "Needs Improvement" on her performance appraisal. She said a "Needs Improvement" would ruin her career. We gave her a "Needs Improvement" on the third standard which deals with appropriate behaviors in the work place, "Maintain a sense of team." (b)(6) behaved in such a way as to cause factions to develop within the team and would do and say things to undermine my authority and mission accomplishment. Other employees complained to me about (b)(6) gossiping (about me and others), about how the Culture of Trust was being trained the wrong way and about how she, (b)(6) had an expectation when she was hired that she should be the deputy director, training director, or deputy training director. (b)(6) and I knew each other prior to the TES-TF. (b)(6) said since she had given LTG Horoho a written paper on trust before the CDOC was created that she should have been in charge of the initiative. (b)(6) came to me and said, "This should be mine." Her ideas and mine, according to her, were similar.

Q: Did you counsel (b)(6) in writing about her behavioral problems?

A: No, I verbally counseled her and drafted some Memorandums for Record (MFRs). She was verbally counseled on approximately 5 occasions that her behaviors were dividing the team and she needed to change her behavior.

Q: Was her needs improvement because she had a martyr syndrome?

A: No, I am not qualified to diagnose any type of syndrome. That was not the reason. (b)(6) a very capable trainer. She asked for specific feedback. Her NI was given to her based on conduct.

Exhibit U Initials of Person Making Statement (b)(6) Page 1 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Q: Can you tell me about the Journal-Writing training/therapy?

A: Journal writing in this capacity is not therapy. I'm not a therapist. The journaling task was designed based upon the Army's OD/OE program developed in the 1970-1980s and continued by the Army National Guard in the 1990's. We used the same philosophy as I went through when I attended the certification course. Employees were instructed that we did not want personal information in the journals. The majority of the employees had no issue with journaling. Initially, the only complaint made by (b)(6) and (b)(6) was that they didn't like to write them. It was only after (b)(6) and (b)(6) had a falling out that she stated she did not want him to read them. I was never told by any employee that they were uncomfortable with me reading their journals. When (b)(6) stated that she was uncomfortable with (b)(6) reading them, I suggested that she focus only on the task which was "What did you learn today? What did you learn about yourself? And What did you learn about the team?" I further suggested that she not include anything in the journal that she did not want read by either (b)(6) or me. To ensure that there was fairness and understanding, those instructions were shared with the entire group. Many employees then and since have given me feedback that they found the journals very helpful. When a few of the team, (b)(6) (b)(6) and maybe (b)(6) told me that they had problems with us reading personal journal information, I told them not to write personal information. See the attached Terminal Learning Objective for personal journal writing.

Q: In the Personal Journal Writing TLO, one of the Four Languages of Personal Journal Expression is "The Language of Emotions (CATHARSIS). So, if I saw this, I would believe that the journal writing includes personal information, wouldn't your employees, as well?

A: I cannot speak to what they would believe however, we didn't give this TLO to the group, we used it as the basis for the assignment.

Q: Did you and (b)(6) ask your employees for their permission to read and comment on their journals?

A: No, We did have a group discussion about the purpose for the journaling, how they would be used and who would see them. There were no complaints or concerns at that time other than the ones mentioned previously.

Q: What authority and credentials does (b)(6) have to read and comment on the journals?

A: He's the training director and he helped design this process for the OD School for the Department of the Army. The purpose of the journals is threefold. First to give us (the Training Director and me) an assessment of how well the students are internalizing and understanding the materials being taught. The second is to provide feedback on interpretations e.g. to help individuals see that there is more than one way of interpreting events; and finally so that the students can see their own progress and ask specific questions they may not want to share in group. We did journal writing at the Corps of Engineers in the 1990's when we taught a four phase facilitators training course. There were no complaints from participants at that time. We have also used journaling in teambuilding sessions in many military organizations and have never had complaints.

Exhibit 11 Initials of Person Making Statement (b)(6) Page 2 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Q: Was it mandatory for everyone or for some members of your staff to write and turn in these journals?

A: I expected them to do the journaling although many didn't do them regularly when workload was high.

Q: What did you and (b)(6) do to safeguard the private information presented in the journals? Were all journals returned? Were any journals lost?

A: I never heard that any were lost. We moved, perhaps if someone says they are missing one now they could be still boxed up but no one has ever asked me about any missing journals. They were either in my desk drawer or at my home. They were not left unattended in the open and I handed the journals to people directly. I would not just leave the journal on a desk.

Q: Was any of your or any other employee's personal information discussed in an open forum?

A: No, if there were themes in several journals, for example, a common misunderstanding of a model, that would be discussed in a group training session. I never heard (b)(6) quote from anyone's journal nor has anyone ever told me that he did. However, we would discuss themes that we noticed in the journals. The journals were helpful in identifying training levels within the team. I have shared a great deal of personal information with my team in an effort to illustrate a teaching point.

Q: Did you or anyone else use your analysis of your employee's journal writing as part of their counseling and/or evaluation/appraisal?

A: No, they did not affect evaluations. No one else had access and no one else did evaluations.

Q: Is (b)(6) a supervisor?

A: No.

Q: Did you ever hear (b)(6) threaten to fire anyone, be belligerent or make inappropriate sexual comments/jokes, etc?

A: No, Two employees (b)(6) and (b)(6) have complained to me about his "bullying" or "intimidating" behavior. I have had discussions about that with those employees to identify the specifics of the behavior, to help them take responsibility for their part of the situation and I have also counseled (b)(6) to broaden his techniques in providing feedback so that he would be seen as being kinder and gentler and I believe he's been more nurturing in his feedback. I have had one of the two employees that complained tell me that they now value his feedback and that he has changed his style. I have also received unsolicited feedback from other employees that they are amazed at how nurturing he can be.

Exhibit 4

Initials of Person Making Statement

(b)(6)

Page 3 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Q: How about (b)(6)? Have you heard him threaten to fire (b)(6)?

A: No. (b)(6) did tell me that (b)(6) "If he (b)(6) could not come up to standard that (b)(6) would recommend to me that he be terminated." I explained to (b)(6) at that time that anyone in the organization could come to me to say another employee should be fired just as he could but that the decision rested with me and that he did not need to be overly concerned and that he needed to improve his performance. I gave him specific examples of what he needed to do to improve. (b)(6) has received a significant amount of individualized training (b)(6) said that he wanted (b)(6) to be his friend and respect him; that he would like to be able to go have a beer together with (b)(6). I think (b)(6) has been very deliberate in his feedback and (b)(6) teammates have provided similar feedback. (b)(6) job is to assess capabilities, evaluate performance level in front of clients and to distribute training based on the needs of each employee even if they don't like the message.

Q: Is (b)(6) a supervisor? Have you reviewed his job description? Did anyone ever tell you that (b)(6) was not officially in a supervisory position? If so, what did you do to correct this?

A: The position (b)(6) is in and was always to have been supervisory and I believed that he was hired as a supervisor. Evidently there were two positions and the supervisory one was cancelled unbeknownst to me. I did not learn until April this year that he was working off of a non-supervisory position; that's being corrected.

Q: Did you ever allow (b)(6) and (b)(6) or any other employees to sit in on counseling sessions or employee evaluations?

A: (b)(6) and I gave performance reviews to the three Management Analysts together. When we had training progress reviews (b)(6) (b)(6) and I did meet with employees together in a discussion format. That was not performance counseling. After issues evolved to a volatile level with (b)(6) I would not meet with her alone and usually had (b)(6) as my witness which was agreeable to (b)(6) (b)(6) sat in on all performance appraisals.

Q: Tell me about the TIMELINE THERAPY. How and where was that therapy done? Do you have a copy of the Lesson of Instruction (LOI) for this therapy?

A: We conducted this only once; in July based upon requests from the team. It took approximately 30 minutes. TimeLine Therapy® is one way to get rid of limiting beliefs. Many of the team asked me about how to get rid of limiting beliefs and I told them there are many ways, one is you can choose to get rid of them, you can change a belief by changing behavior over time, by getting new information, or another technique is TimeLine Therapy® a method that I've used in the past. (b)(6) had attended the Practitioner level of NLP which included TimeLine Therapy®. He was attempting to teach it to a few team mates but was not teaching the modality correctly and I stopped that process. As a result, several employees were interested and wanted to learn the process. I was asked on several occasions to share it. Since I've been certified in TimeLine Therapy (As a Practitioner, Master Practitioner, and Trainer) I did

Exhibit 4 Initials of Person Making Statement (b)(6) Page 4 of 9



Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

agree that I would simply share it so they could understand the technique but I told them that their participation was strictly voluntary. I explained to them that Timeline Therapy is a process that I have found useful and that we would not be doing this as part of our job.

Q: Were you concerned about any risk in conducting this therapy, any risk of anyone having a significant emotional event?

A: No, because I've done it for so many years; I'm a master practitioner of TimeLine Therapy®. I have the ability to facilitate and teach the TimeLine Therapy® process. They don't call it TimeLine Therapy now they call it "Time Empowerment." The process is not designed to re-live emotional events but designed to neurologically distance an individual from an event. As such, it is unusual for individuals to become emotionally upset. (b)(6) did get emotional after the process had ended but I believe he was the only one. (b)(6) and (b)(6) did not participate fully, they did stay in the room but—they said afterwards that they didn't think it worked. Many individuals found it to be enlightening and were appreciative.

Q: Did you volunteer to conduct therapy sessions with any of your employees?

A: (b)(6) did come to me many months later and asked if I would work with her using TimeLine Therapy® and I declined but told her I could find someone for her that could do it if she liked. She never requested a name. I did do a short session with another employee right after the initial session. She said she was not quite finished and wanted to finish the event that she was working on. I decided after speaking with her that it would be unethical to leave her hanging. She reported that the session was successful. I have not used it with any other employee since that time.

Q: Did you ever conduct any therapy sessions with your employees, either in person or over the phone?

A: No. I have spent several hours on the phone on weekends with both (b)(6) and (b)(6) at their request to talk about work and work related issues. I am not licensed or trained to conduct therapy of any kind other than previously mentioned and that cannot be done over the phone.

Q: Do you think any of your personnel went out and bought new clothing to accommodate your request to use certain color schemes? Do you think that request could have been seen as mandatory?

A: No; absolutely not. The subject of clothing was mentioned as a report out of a meeting held in Washington D.C. The suggestions of "uniforms" came from the initial hires. They brought it up to the second wave of employees. It was explained that civilians could not be mandated to wear any type of clothing—even though that was a recommendation from the group in D.C. to the DSG. Most employees were of the opinion that we would make a very distinct and positive impression if we all showed up dressed distinctly different than our client e.g. all the same colors. It was left up to the individuals as to whether or not they would dress in the discussed colors. I often do not.

Exhibit

U

Initials of Person Making Statement

(b)(6)

Page 5 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Q: Did you ever provide an opportunity for a lower-grade employee to serve in a position of leadership when you had more experienced, senior grade employees that should've been afforded this opportunity?

A: No. However, I have placed a GS-11 as a Team Lead with GS-12s on the team and it's all based on their ability and level of training for a particular project. I have also used GS-11 employees as team leads when I needed more team leads than I had GS-12s.

Q: Did you ever make a comment (either aloud or in an email) about not wanting to hire a Veteran and/or wanting to get around hiring a Veteran because there were many qualified non-veterans on the list?

A: No. (b)(6) has told me that she does not think I support Vets and has spread that word through the organization. My response to her accusation was that, 75% of the TES-TF is made up of Veterans, my father is a Vet, my spouse is a Vet and my Son is in the Army. I did tell her that as a manager, it is frustrating that we have to sometimes hire a Veteran with less experience than a non-Veteran simply because they are a vet. (b)(6) asked me if I thought she was qualified as an OD Specialist when I hired her. I replied that I did not and that I did not think many of the folks we hired were qualified as OD Specialists when hired. I told her she may have been qualified to be a trainer. There is a significant difference in the skills and training of OD professionals and the skills and training of Trainers. Some of our folks are doing OK as facilitators. People who are willing to let go of their traditional ideas about the way training is supposed to be delivered usually develop much quicker. In November, (b)(6) said that she finally got it and admitted that she had much to learn and since then she has progressed rapidly. I have shared that with her.

Q: Can you tell me your thoughts about PTSD? Did you ever state that PTSD is a choice and that you would never allow yourself to have PTSD?

A: No, I made no such statement. A discussion occurred after Spectrum training in approximately November 2011. Someone said that they were having trouble understanding PTSD. I stated that according to Matt and Tad James, to keep PTSD is a choice. I don't remember making any other PTSD statement. I believe it's empowering when I take responsibility for everything that happens to me.

Q: Did you ever receive any requests for Telework? If so, what was your response? We're all of your employees notified of their rights to request telework IAW MEDCOM policy and directives?

A: As with most decisions of this nature that affect the team, I brought out the new MEDCOM Telework policy and asked the team, if they thought we could build teams and create our curriculum if we're working from home?" Most said it wasn't reasonable at that time especially since we were in a "Laboratory Training Environment". We were also told by (b)(6) that as "Term Employees" we were not eligible for telework. I did say when folks were eligible we could revisit the notion of telework. I never received any formal requests for telework.

Exhibit U Initials of Person Making Statement (b)(6) Page 6 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Q: Did you ever receive any request for special accommodations for any employees suffering from anxiety and PTSD? If so, what was your response?

A: (b)(6) did ask for accommodation for her PTSD. We were in an open bay area and she wanted a private space. I didn't have any to provide. She volunteered to work from home. So (b)(6) and (b)(6) (b)(6) agreed to trade cubicles and she agreed to wear earphones to reduce the noise levels. I checked with her on many occasions and she said she was fine. However, she also told me and other employees that she no longer had PTSD she had resolved it. Then when she would become enraged again she would later state that she had PTSD—it seemed to come and go. Once we were in the new building she did not ask for any accommodations. There was a quiet room that was available to any employee. (b)(6) (b)(6) declined to use the room.

Q: Do you think the TES-TF has sufficient structure, standard processes, performance objectives and does it provide sufficient training for all employees?

A: We are a brand new organization. Having never existed before, we have had to develop processes and structure as the need would arise. We are developing processes and procedures that are being tweaked after every external training event. We have attempted to develop our process, structure and performance standards in a way that would model what we are trying to teach. The team has been involved in most decisions and they developed the performance standards they now have. The standards are not the traditional type of standards; rather they were founded on the notion of Trust. The standards that we've articulated are based on our group norms and the quality required for training delivery (experiential learning). See attached enclosure of our Mission, five-year goals, and the metrics we're responsible for in the Army Medicine BSC (CS5.1 and CS5.2)

Q: How would you describe the TES-TF working environment? What do you think may be the cause for almost 25% of your team resigning from their positions and/or actively searching for new employment?

A: Actually, it has only been 14% that I am aware of. Generally speaking, I think we have a very good environment. I think one or two employees became dissatisfied because they either did not get their way or did not like being held accountable for inappropriate behavior. The result of that was to cause some employees to join forces and a we/they situation developed. That is normal in any organization and folks were told during training that something like the current situation would develop. As a team we had agreed to work to resolution, to hold each other accountable and to work above all else to keep a tight, high performing high trust team. Some employees did not keep their word around that and instead became disruptive, disloyal, in congruent and lacked integrity. Again, this is normal. The key now is how to overcome it, put it back together and model that which we want others to become. This work is not easy and some want to do it because they think it is easy and they think it's glamorous. At the OE School with the National Guard, probably over 25% dropped out of the 16 week course. After folks get out on the road for three to four weeks and are away from their families or have to teach the same thing ad nauseum they begin to learn that "this is hard, it might not be for me." That is normal.

Exhibit 4 Initials of Person Making Statement

(b)(6)

Page 17 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

Also, I think the way we were forced to advertise these jobs and the hiring process contributes to people leaving. The jobs were not announced the way I wanted them to be announced. Instead, they were announced as OD Specialist Trainer. As a result, we hired many trainers with no OD background, resulting in the need for a steep and quick learning curve.

Q: (b)(6)

A: She was let go because of "conduct". She was upset often and took issue with (b)(6) and others. She had outbursts, red in the face, shrieking, and would fly off the handle at very bizarre things. An employee told me that he was concerned about my safety because of comments she had made to him when she was very upset. Another employee told me she was concerned about her own safety based on a conversation with (b)(6). (b)(6) would tell me she had PTSD and then would tell others that she didn't have PTSD. (b)(6) was not my first choice to hire but was selected by the panel. I counseled her on more than one occasion due to her outbursts.

Q: Do you want (b)(6) to return to the TES-TF?

A: (b)(6) is still officially part of the organization. She is on leave without pay due to medical issues. I have no idea what (b)(6) would want but with all the accusations she has made and as terrible as she says the organization is I would wonder why she would want to come back.

Q: Do you believe there is an A-Team and B-Team at the TES-TF?

A: No. I believe that that started as a joke, evolved to a way of describing teams and then was used by the four disgruntled employees as a way of creating factions and friction.

Q: Can you provide me a copy of your Ph.D and transcripts?

A: Yes, I'll send those to you when I return at the end of the month.

Q: Do you have anything else to add to your statements?

A: I am providing you a copy of the Army OD training Lesson Plans. We used these as our guidance for our internal training. See enclosures to this statement.

I would also like to add that the mission we have been given--to change the culture of Army Medicine to one of high Trust--by its very nature causes us to butt up against individual's beliefs, sacred cows, the way things are normally done, etc. That makes folks uncomfortable. When folks are uncomfortable, they often behave badly, not from a place of being evil or intending harm, but to find their balance. Our mission is to hold the vision or the mirror of the way things are while simultaneously providing tools and skills to create a lifestyle of Trust. The hardest part of this mission is that the ones charged with implementing it must also be the first ones to go through it, learn from it, and then authentically model and live the spirit of this different way. Organizations do not change; it is the people in the organization that must change for transformation to take place. We must look at policies and practices, the way we

Exhibit 11

Initials of Person Making Statement

(b)(6)

Page 8 of 9

Date: 14 May 2012 Time: 1500 HRS (HDT)

Name: (b)(6)

Grade: GS-13 Director

Organization: TES-TF, JBLM

treat each other, our beliefs, etc. in order to make that transformation...Some of our folks have made that transition faster than others, some of the push back comes from within.

I am directing that you must not share any part of this interview with anyone.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 10. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 4 Initials of Person Making Statement

(b)(6)

Page 9 of 9

(b)(6)

Exhibit 4

(b)(6)

Exhibit 4

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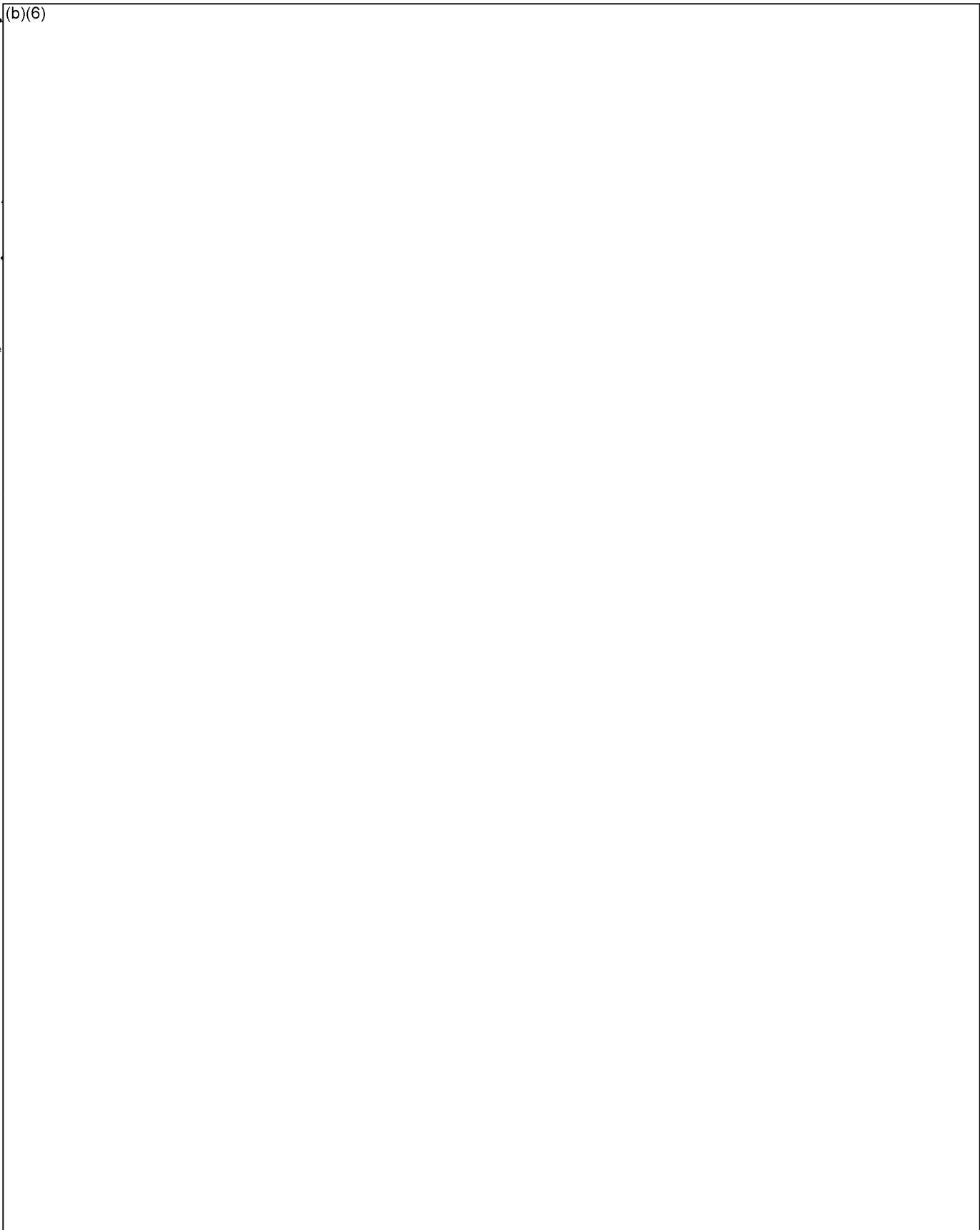
(b)(6)

Exhibit 4



Handwritten text at the top of the page, mostly illegible due to blurring and bleed-through. It appears to contain several lines of text, possibly a list or a set of instructions.

(b)(6)



(b)(6)

Exhibit 4

14

(b)(6)

Exhibit 4

(b)(6)

Exhibit 4

(b)(6)



Exhibit 4

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Exhibit 4

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321

Exhibit 4

(b)(6)

(b)(6)



(b)(6)



Exhibit 4

(b)(6)

Exhibit 4

25

(b)(6)



Exhibit 4

26



**Kennedy-Western University**

200 West 17th Street, Cheyenne, Wyoming 82001-4412

OFFICIAL TRANSCRIPT RECORD • OFFICE OF THE REGISTRAR

Not Valid Without Raised Seal

and •• END OF TRANSCRIPT RECORD •• As Final Statement

(b)(6)

OFFICIAL TRANSCRIPT RECORD

Exhibit 4

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**Student's Cumulative Record**  
**Page 1 of 2**

**ANTIOCH**  
UNIVERSITY  
Antioch University Seattle  
2607 Second Avenue  
Seattle, WA 98121

(b)(6)

Exhibit U

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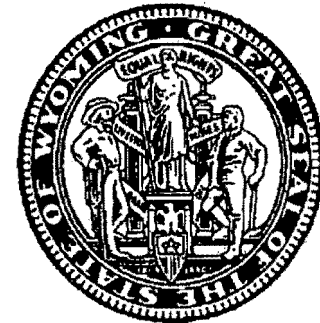
**Student's Cumulative Record**  
**Page 2 of 2**

**ANTIOCH**  
UNIVERSITY  
Antioch University Seattle  
2607 Second Avenue  
Seattle WA 98121

(b)(6)

DEPARTMENT OF EDUCATION  
STATE OF WYOMING

**PRIVATE SCHOOL LICENSE**  
(POST SECONDARY EDUCATION INSTITUTION)



**KENNEDY-WESTERN UNIVERSITY**  
IS A LICENSED SCHOOL

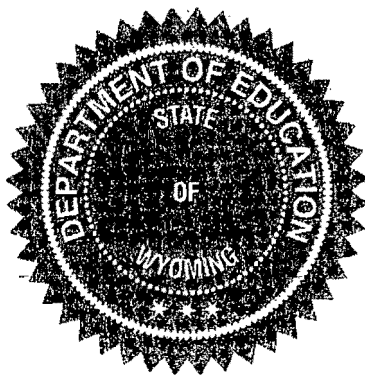
THIS IS TO CERTIFY THAT THE ABOVE NAMED SCHOOL LOCATED AT  
**501 MARIN STREET, #200, THOUSAND OAKS, CALIFORNIA 91360**  
MEETS THE MINIMUM STANDARDS FOR LICENSURE PURSUANT TO  
THE PRIVATE SCHOOLS LICENSING ACT, W.S. 21-2-401 ET. SEQ.

**97**

Number

**JUNE 30, 2001**

Expiration Date



IN WITNESS WHEREOF, is affixed the seal  
of the Wyoming State Board of Education  
this 28th day of June 19 96.

*Judy Catchpole*  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

(NOT TRANSFERABLE)

Exhibit 4

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**Kennedy-Western University**

*"Virtual Education for the 21st Century"®*

(b)(6)

(b)(6)

Exhibit 4

(b)(6)

Exhibit A

(b)(6) USA MEDCOM HQ

From: (b)(6) USA MEDCOM WRMC  
 Sent: Thursday, May 31, 2012 8:55 PM  
 To: (b)(6) USA MEDCOM HQ  
 Subject: Re: IO Investigation (UNCLASSIFIED)

(b)(6)

I will dig the documents out of storage and send them. I am curious as to then need for transcripts however as I do not see a connection between what you said was the nature of the investigation "the climate of TESTF" and your request for my transcripts. Could you please connect the dots for me.

As for your second request, we must put this team back together. While I have repeatedly stated that I understood we were not to discuss the investigation, we must, to move forward, discuss the impact on the team, how to heal the resultant hurts and develop how we shall move forward. I believe we we made very good progress to that end today--our first day all back together.

----- Original Message -----

From: (b)(6) USA MEDCOM HQ  
 Sent: Thursday, May 31, 2012 06:26 PM  
 To: (b)(6) USA MEDCOM WRMC  
 Subject: IO Investigation (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6) I need the following documents from you:

1. Your Ph.D degree and transcripts from that program 2. A copy of any negative counseling statements that support (b)(6) termination I am finalizing your written statement now but awaiting these documents. I am asking you to reinforce to your entire team, my direction that they are not to discuss anything about the investigation until it is complete.

Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6)

JSA MEDCOM HQ

From: (b)(6) JSA MEDCOM WRMC  
 Sent: Friday, June 01, 2012 12:35 PM  
 To: (b)(6) USA MEDCOM HQ  
 Subject: FW: Today... (UNCLASSIFIED)

Classification: UNCLASSIFIED  
 Caveats: NONE

Classification: UNCLASSIFIED  
 Caveats: NONE

FYI

(b)(6)

Director  
 Trust Enhancement & Sustainment Team

(b)(6)

BB: (b)(6)

Namaste

-----Original Message-----

From: (b)(6) USA MEDCOM WRMC  
 Sent: Friday, June 01, 2012 10:22 AM  
 To: (b)(6) USA MEDCOM WRMC  
 Cc: (b)(6) CIV USA  
 Subject: Today... (UNCLASSIFIED)

Classification: UNCLASSIFIED  
 Caveats: NONE

It feels a world lighter in the air in here...this team is actually getting along! :) Well done boss!

(b)(6)

Organizational Development Specialist  
 Trust Enhancement and Sustainment Task Force OTSG, MEDCOM Wk Phone: (b)(6)  
 Fax: (b)(6)  
 Army Medicine; Serving to Heal...Honored to Serve

"Be the change that you want to see in the world."  
 -Mahatma Gandhi

Classification: UNCLASSIFIED  
 Caveats: NONE

Classification: UNCLASSIFIED  
 Caveats: NONE

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Exhibit 4



(b)(6)

Exhibit U

(b)(6)

Exhibit U

(b)(6)

Exhibit 4

(b)(6)

Exhibit U

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Exhibit U

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Exhibit 4

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Exhibit 4

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Exhibit 4

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Exhibit U

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Exhibit 4

(b)(6)

Exhibit A

68



(b)(6)

Exhibit U

69.

## Trust Enhancement and Sustainment – Task Force

### **Mission**

Cultivating a culture that values and extends trust.  
Awakening ingenuity, passion, and hope.

MAY/JUN 2011

Exhibit 4

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# Trust Enhancement and Sustainment – Task Force

## **Mission**

Cultivating a culture that values and extends trust.  
Awakening ingenuity, passion, and hope.

MAY/JUN 2011

*Exhibit 4*

71

Year 1 OBJECTIVES/GOALS

- Expanded STRATCOM
  - Newsletter
  - Webpage/website
  - Videos
  - NEO
  - Trust Hotline/POC
  - Marketing Key Note Speakers
  - Integrating Key Initiatives
- Qualified OD Workforce
  - PIT
  - Cadre (TES TF)
  - B2B/TeamSTEPPS
  - Key Note Speakers
- Permanent TDA
  - Facility
  - Budget
  - Personnel
- Research and Analysis
  - Surveys
  - Proponent for surveys
  - ROI Analysis (validate Trust Models and Behaviors)
  - Policies and procedures
  - Beta Sites critiqued
  - SAV
- Increased Trust knowledge
  - Common terms and language
  - Visible ROI
  - ACTIVE is defined and understood
  - Trust policies and procedures in place
  - Full disclosure
  - SAV
- Partnering with other AMEDD entities
  - EO/EEO
  - IG
  - PR
  - UNION(s)
  - Chaplains
  - HR/MER

JUL 2011

Exhibit 4

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2-4 YEARS

- Training Director – Having a cadre of trained OD Facilitator (15) consultants.
  - By Dec 2012 we will have 15 certified OD Facilitator Consultants
- HST/TES TF Director – Connect to other DOD Agencies (VA, Reserves, NG) and other Armed Forces
  - By Dec 2012 have an operating partnership with the VA, Reserves and National Guard
  - By June 2013 have an operating partnership with all other Armed Services
- HST/TES TF Director – To be the preeminent clearinghouse and resource center for all organization change consulting services
  - \$0 spent during calendar YR13 for outside consultants
- COT Sustainment
  - STRATCOM – Website in place by July 2013  
Videos
  - Project Coordinator – Initial training complete
  - Skill Building (Sites)
    - Team Bldg
    - Conflict Resolution
    - Communication
  - OD GS-12's – Policies and procedures revision

JUL 2011

Exhibit 4

## 5YEAR OBJECTIVES

### Institutionalization of COT

#### Goal #1 AMEDD OD Academy

- CY2013 – Develop a business case analysis (CMA)
- CY2014 – Curriculum Development (Trng Dir)
- CY2014 – Accreditation (Trng Dir)
- CY2012 – Research what's out there (competition) (CMA)
- CY2014 – Certification (Trng Dir)
- CY2014 – Implementation plan/project (CMA)

#### Goal #2 Suicide Rates (down)

- 2011-on – Comparative analysis of rates by MTFs (CMA)
  - MTF w/COT
  - MTF w/out COT
- Compare analysis by installation (CMA)
- Partner w/suicide prevention training (integrate trust based behaviors) (Trng

Dir)

#### Goal #3 Expand COT

- CY2014 – STRATCOM Plan (STRATCOM/HST Director)
- CY2013 – ROI Build the Case (CMA/HST Director)
- CY 2014 – Develop a proposed implementation plan (CMA/HST Director)

JUL 2011

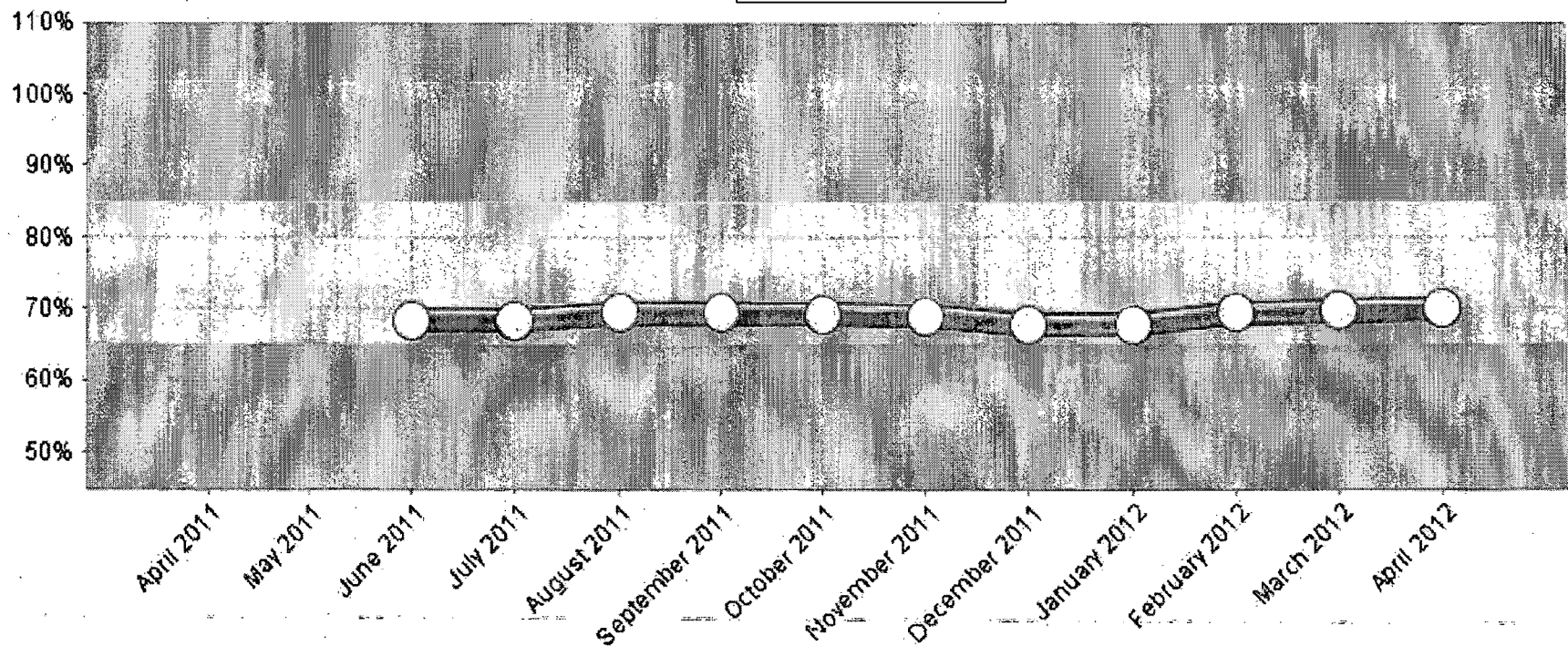
Exhibit 4

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## CS 5.1 Overall Organizational Trust

**Metric Info**  
**Description:** Organizational Trust Index  
**Type:** Metric  
**Calendar:** Monthly  
**Metric ID:** 126316  
**Weight:** 33.33%

**Owners:** (b)(6)



Series Color	Hierarchy Node	Organization Node	Series	April 2011	May 2011	June 2011	July 2011	August 2011	September 2011	October 2011	November 2011	December 2011	January 2012	February 2012	March 2012	April 2012
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	CS 5.1 Overall Organizational Trust	OTSG/MEDC OM HQ	Actual Value			68.5%	68.5%	69.39 %	69.39 %	69.3%	69.01 %	67.8%	67.8%	69.39 %	69.79 %	69.99 %
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## Actual and Threshold Values

Period	Score	Actual	Worst	Red Threshold	Green Threshold	Best	Include in Calculations	Comments
April 2012	4.16	69.99%	50%	65%	85%	100%	Yes	

Exhibit U

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## CS 5.2 Overall Employee Trust

## Metric Info

Description: Comprehensive Trust Assessment

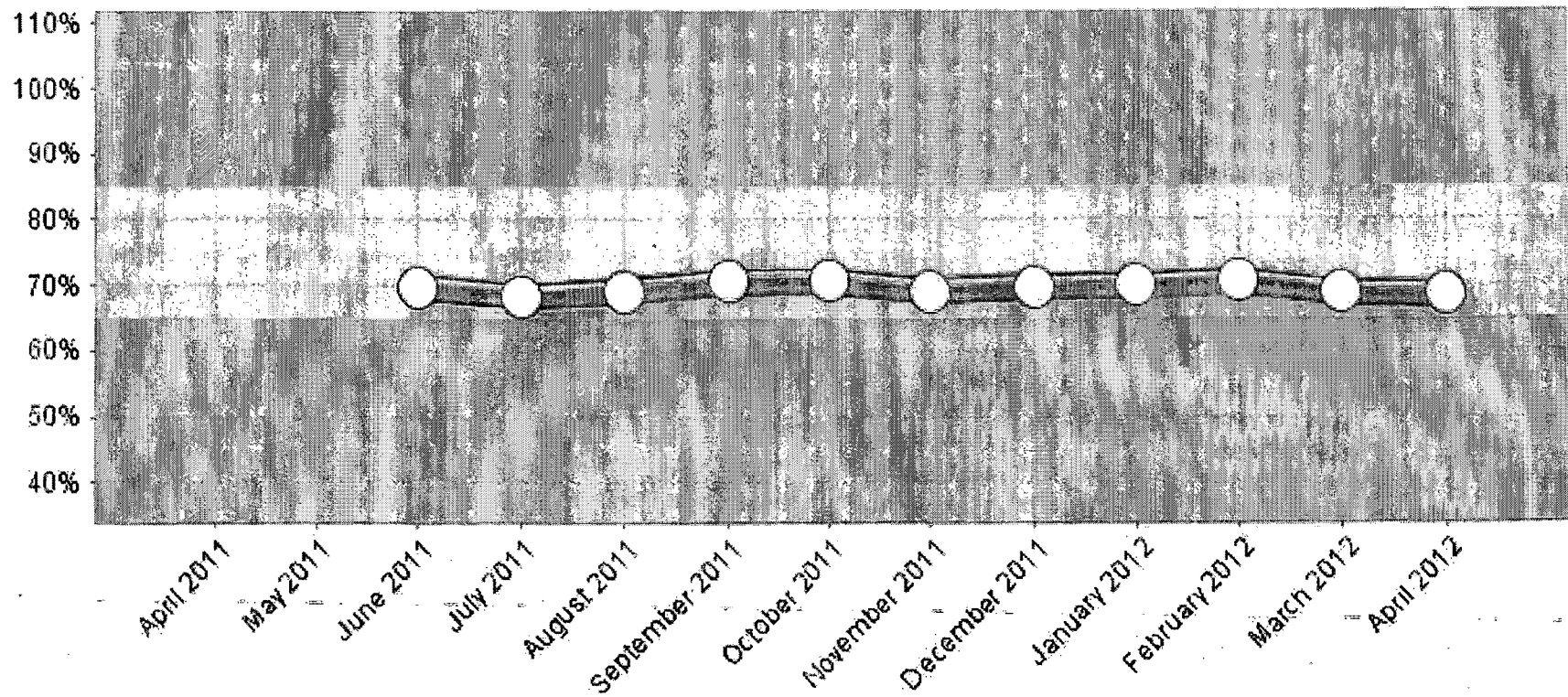
Type: Metric

Calendar: Monthly

Metric ID: 265438

Weight: 33.33%

Owners: (b)(6)



Series Color	Hierarchy Node	Organization Node	Series	April 2011	May 2011	June 2011	July 2011	August 2011	September 2011	October 2011	November 2011	December 2011	January 2012	February 2012	March 2012	April 2012
	CS 5.2 Overall Employee Trust	OTSG/MEDC OM HQ	Actual Value			69.8%	68.3%	69.11 %	70.6%	70.6%	69.14 %	69.8%	69.87 %	70.6%	68.85 %	68.58 %

## Actual and Threshold Values

Period	Score	Actual	Worst	Red Threshold	Green Threshold	Best	Include in Calculations	Comments
April 2012	3.93	68.58%	40%	65%	85%	100%	Yes	

Exhibit 4

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ROLES AND RESPONSIBILITIES  
TES-TF DIRECTOR

Final Decision Maker  
 Overview Focus  
 Mentorship/Grooming  
 Professional Development  
 Strategic Organization Outlay  
 Resources  
 Expectations  
 Sharing Vision  
 Our Conductor  
 Morale  
 Clearing Obstacles  
 Political Stuff/Takes the "Hits"  
 Work Assignments  
 Clear Direction  
 Team Member  
 Clarification/Feedback  
 Defining the Box (Span of Control)  
 Hiring, Training, and Leave Approval  
 Handling/Reviewing External Communications  
 Standard Operating Procedure Approval  
 Training Content Approval  
 Major Changes

ROLES AND RESPONSIBILITIES  
TRAINING SPECIALIST

Training the ODs  
 Curriculum Development  
 Conduit to the Director  
 Mentor for the Team  
 Supervisory Duties (Similar to the Director and Chief Mngt Analyst)  
 Player Coach  
 Alternative Decision Maker  
 Liaison with the Leads and Chiefs

ROLES AND RESPONSIBILITIES  
ORGANIZATIONAL DEVELOPMENT SPECIALISTS

Facilitate Teams/Groups  
Plan, Debrief, and Report  
Support Director and All Staff  
Design Curriculum/Content  
Assist in Design of Marketing and Admin/Office Documents, etc.

ROLES AND RESPONSIBILITIES  
MANAGEMENT ANALYST

Share Information/Data with the Team  
Pre/Post Effectiveness Information  
Integral Participant of the Change Process  
The Command Brief  
Balanced Scorecard  
"Deliver the Proof"  
Teachers  
Functional Atmosphere

**Chief Management Analyst** is the Rater for the Management Analyst in addition to the roles and responsibilities listed above.

ROLES AND RESPONSIBILITIES  
PROJECT COORDINATOR

Executive Assistant to the Director  
Logistics  
External Organization POC  
Operations Planner  
Government Purchase Card  
TES-TF Relocation  
Personnel Actions Alternate  
Interactive Customer Evaluation Administrator  
Trip Calendar

ROLES AND RESPONSIBILITIES  
STRATCOM

Media (all social media to include format-videos, blog, articles, etc.)  
Marketing  
Branding  
External Protocol  
Public Affairs Officer – Media Relations  
Printing/Publications/Forms  
Trip Book  
Information Papers  
Briefing

ROLES AND RESPONSIBILITIES  
ADMINISTRATIVE OFFICER

In and Out Processing  
New Employee Orientation  
Personnel Actions (Awards, Performance Appraisals, RPA's, SF-50's)  
Time and Attendance (Alternate/Back-up)  
Internal Training (DTS, Performance Appraisals, Personnel Topics, Military Regulations, Correspondence)  
Internal Training Log/Part 6 Folder  
General Fund Enterprise Business System (GFEBS)/Budget  
Calendars (Birthday/Leaves/Internal Training)  
Rosters (Phone, etc.)  
Government Travel Card  
Internal/External Task Log (POC for Sil)

## MODULE: Personal Journal Writing

### PRINCIPAL LEARNING OUTCOMES:

- 1) Explore the use of the Journal as a tool that enables participants to express thoughts and feelings, and to recognize the habits of the mind.
- 2) Introduce the journal process as an institutionalized part of experiential learning

### ENABLING LEARNING OUTCOMES:

- 1) Identify the three basic principles of personal journal writing.
- 2) Explore the four languages of expression important to the journaling process.
- 3) Discuss the seven special techniques of personal journal writing.
- 4) Examine the value of the personal journal process to this learning event.

### METHODS:

- 1) Facilitator leads discussion on the use of individual record keeping.
- 2) Facilitator introduces the journal concept from FM 22-100
- 3) Present the Enabling Learning Outcomes and have participants contribute their own ideas
- 4) Allow participants to practice the language and techniques to develop the basic principles.
- 5) Introduce the personal journal as a daily homework assignment and have participants explore the advantages of the journal to this event. Possible advantages include:
  - Understanding of self and inner feelings
  - Understanding of motivation of others
  - Develop talents to deal with the challenges of life
  - Gain ability to deal with conflict
  - Transform negative energy into positive, constructive energy.

### RESOURCES:

- 1) FM 22-100, Military Leadership
- 2) Rainer, Tristine. The New Diary. J. P. Tarcher, Inc.: Los Angeles, 1976.

## PERSONAL JOURNAL WRITING

### The Three Basic Principles of Personal Journal Writing:

1. Spontaneous - triggered thoughts are worth exploring, close to the event is best.
2. Honesty - with yourself and others.
3. Deep Thinking - explore thoughts and feelings thoroughly (explore a little, get a little; explore a lot, get a lot).

### The Four Languages of Personal Journal Expression:

1. The Language of Emotions (CATHARSIS) - this is free initiative writing, capturing intense emotion on paper. Examples include joy, happiness, greed, lust, anger. "Deep inside me, this cries out."
2. The Language of Reality (DESCRIPTIVE) - this describes reality as you see it - it is a narrative account of events, feelings, dreams, people, places the important things that come from your life experiences.
3. The Language of the Subconscious (INNER-MIND) - these writings often contradict the catharsis and descriptive writings. Relax and empty your inner thoughts. This fascinating and liberating writing leads to understanding catharsis and descriptive writing and it will allow you to explore the existence, importance, and meaning of subconscious feelings and inner motivators.
4. The Language of Experience (REFLECTIVE) - these writings come as we stand back and observe the connections and significance of experiences and feelings over the process of a particular event or period of time.

## The Seven Special Personal Journal Writing Techniques

1) List. These are time-savers. They are ways to condense thoughts used to overcome feelings of being overwhelmed - they are usually minimum descriptions under specific headings such as 'things to do' or 'things I'm afraid of', etc.

2) Portraits. These are descriptions of yourself, others, or specific ideas on objects. An evolving process as you learn, portraits can be sentences, drawings, or lists, i.e., good-bad traits, likes-dislikes.

3) Maps of Consciousness. This writing begins at a specific point and simply allows your feelings to flow. They are captured as words, pictures, lines; literally anything is allowed. This process is similar to Mind Mapping.

4) Guided Imagery. This process is exploring your feelings through self daydreaming. Here you record the images which appear on the 'screen' in your mind. A narrative may also accompany the image.

5) Altered Point of View. This is exploring situations from the inside and the outside. You write about yourself objectively as 'he' or 'she', or about others as you gain an understanding of motivation.

6) Unmailed Letters. You write a letter expressing what you would like to say to someone at this very moment, write what you are holding back and more why.

7) Dialogues. These are written conversations carried on with yourself playing all roles. These help to gain insight into a person, event, or subject you wish to understand better. Your dialogue can take place in the past, present, or future and is a great technique for dealing with confusion.



**ORGANIZATIONAL DEVELOPMENT  
FACILITATORS COURSE  
Evaluation Criteria**

1. **OVERVIEW:** ODFC student evaluation consists of three graded presentation events and an end-of-the-course instructor process evaluation. Also, there is a requirement for writing a daily journal. The Journal will be submitted to the instructors each morning before class starts.

2. **EVALUATION CRITERIA:** All students will be evaluated in the following areas. the percent figures indicate weights for the final grade.

FACILITATION	30%
TEAM PRESENTATION	30%
PRESENTATION EXAMINATION	20%
OVERALL PROCESS EVALUATION	20%
TOTAL	100%

3. **DISCUSSION OF RATING SCALES:** The Process Evaluation is based upon both the Terminal and Enabling Learning Objectives. Because these objectives are "nested", they may be evaluated in more than one block. The rating scale for the Process Evaluation is 1 (low) to 10 (high) for each process evaluated. A 1 or 2 reflects a "No Go", and is grounds for dismissal from the course. 3 through 5 indicates "Caution" about this skill and warrants special attention by the student and the Course Manager. 6 through 10 are considered a "Go". Students must hold a 70% average in the "Go" category to maintain acceptable class standing. Students will participate in a feedback session with the instructors near the end of the course and receive their Process Evaluations.

4. **PRESENTATION REQUIREMENTS:** There will be three (3) presentations which will be evaluated (graded). Grading criteria will be provided at the time the presentation assignments are given to the students. Students must hold a 70% average to maintain acceptable class standing. Presentations may be video-taped.

5. **PEER FEEDBACK REQUIREMENT:** During the final week of class, each student will complete a Peer Feedback form for every other student in the class or section. Students will be required to give each other the feedback in one-on-one sessions and sign a form indicating they have completed this requirement. Once this is completed, you are required to deliver the signature sheets to the instructor(s).

## TABLE OF CONTENTS

Acknowledgements

Introduction

Reaching Unit Objectives

Co-facilitating

MODULE	I	Introduction to Course and Self Knowledge
	II	Introduction to Communication Process and Effective Feedback
	III	Group Development Theory and Practice
	IV	Communication Skills
	V	Management of Conflict
	VI	Group Decision Making
	VII	Management Theory
	VIII	Performance Counseling
	IX	Personal Counseling
	X	Guest Speaker
	XI	Introduction to Organization Development
	XII	Back Home Application
	XIII	Critique and Closure

## INTRODUCTION

This handbook has been developed to assist the MD Course Trainer in achieving the successful attainment of the course objectives. New or less experienced trainers can benefit by following the methods outlined in this handbook.

As trainers become more experienced, it is recognized that more effective alternative methods to achieve the unit objectives may be developed. Therefore some individual differences in unit method are expected and encouraged. However, it is not expected that the learning objectives will change from location to location or team to team.

Further, this handbook is designed to serve as an outline and the time structuring as a guide or approximation. This handbook is not a script, trainers are directed to adhere to the principles of Adult Learning.

This course uses the experiential or laboratory model of education based on adult learning principles as described by Malcolm Knowles in A Trainer's Guide to Androgogy. Effective outcomes from structured experiences, reflective observation, readings and lecturettes, as well as active experimentation with new behavior are intimately related to certain predictable stages of group development. It is imperative that trainers presenting this course be competent in the skills of reading, interpreting and facilitating group process. The structured experiences, as they are currently sequenced, are intended to capitalize on the "real" issues which are relevant to group members at that time in the history of the group.

To maximize learning, equal emphasis must be given to experience, reflective observation, conceptualization and experimentation. Students should learn and be able to intelligently talk about what they have learned.

THIS HANDBOOK MUST BE USED IN CONJUNCTION WITH THE MDC "PARTICIPANTS WORKBOOK"

## COURSE OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	1. Course intro  Intro to self-knowledge and group performance	3. Group development theory and practice  4. Communication skills	7. Management theory and practice	8. Performance counseling	10. Guest speaker on leadership  11. Intro to organization development
PM	2. Intro to intrapersonal dynamics and self-reliance	5. Management of conflict  6. Group decision making	Analysis of task group development and practice of leadership skills	9. Personal counseling	12. Review of back-home application  13. Critique  Closure

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Exhibit U

## REACHING UNIT OBJECTIVES

As a trainer, the determination of the attainment of the unit's specific learning objectives may appear to be intuitive. However, this is not the case. Trainers can determine whether the objectives have been met through:

1. The content of the individual sub-group and large group discussion.
2. The process or demonstrated use of the stated skills by participants.
3. The content and discussion of assigned homework tasks.

It is your responsibility to remain cognizant of the participants' growth during the course. Learning activity is contingent upon the previous attainment of learning objectives. Each of the learning units are structured to build on and amplify those preceding. Therefore, the learning method is contingent upon the attainment of the stated objectives rather than upon the time frames outlined. The achievement objectives listed below can be used as a checklist to monitor learning effectiveness.

The following are the key learning objectives of the MDC which, it is assumed, will cumulatively contribute to the increased management effectiveness of MDC participants. The objectives are listed in the order of introduction in the course, but all should continue to improve throughout the course and hopefully even after the course.

- MONDAY:
1. greater ability to learn from experience
  2. interest, involvement and investment in course
  3. behaves in ways conducive to group learning
  4. openly shares relevant personal information (thoughts and feelings)
  5. accurately diagnoses and corrects communications blockages in a relationship
  6. gives and receives effective feedback
  7. explains own behavior in terms of values
  8. communicates non-defensively

## TUESDAY:

9. communicates directly and accurately with others
10. accurately defines the central issue (I, C, A) which the group is working either overtly or covertly and behaves in a way which facilitates resolution of the issue
11. effectively uses active listening to encourage others to talk and to better understand one another
12. avoids or deals effectively with win/lose situations
13. behaves as an effective member of a consensus-seeking group
14. behaves in ways which reduce dysfunctional conflict in the group

## WEDNESDAY:

15. successfully influences others' behavior in terms of both short- and long-term goals, while building his relationship with those others
16. recognizes the need for functional roles in a group and demonstrates ability to take several roles as required
17. uses FIRO theory to explain group behavior and predict successful leadership behavior

## THURSDAY:

18. successfully constructs measurable performance objectives
19. uses "I" messages and active listening effectively in performance counseling
20. uses active listening to successfully help another solve a personal problem
21. uses non-directive leadership behaviors effectively in appropriate situations
22. recognizes the value and uses effective confrontation with others

## FRIDAY:

23. actively and productively uses the experience of a guest speaker to learn more about leadership in the Army

FRIDAY:  
(continued)

24. indicates interest in the application of Organizational Effectiveness techniques in his/her work
25. takes responsibility to reach "closure" with the course and leave

POST-COURSE:

26. applies learnings from MDC successfully on the job

## CO-FACILITATING

J. William Pfeiffer and John E. Jones

We believe that co-facilitating a group is superior to working alone. In this paper we will discuss the major advantages, some potential disadvantages, and some suggestions for avoiding the dangers in co-facilitating. The Co-Facilitating Inventory, which appears at the end of the paper, is a guide to maximizing the learning experience of working together.

### ADVANTAGES

#### Facilitating Group Development

One of the most convincing reasons for working with a colleague as a co-facilitator is to complement each other's styles. One person may have a group-dynamics focus while the other may have an intra-individual focus. Together they may be able to monitor and facilitate individual and group development better than either of them could separately.

#### Dealing with Heightened Affect

In personal growth groups, highly emotional situations occasionally arise, and the facilitator must be able to deal not only with persons who have a heightened affect but also with the "audience effect." It is difficult to help an individual work through deeply felt reactions and at the same time to assist other group members in integrating this experience in terms of its potential learning. In such situations, it is *always* profitable to have a co-facilitator. One facilitator can "work with" the person(s) experiencing significant emotionality, while the other facilitator assists participants in dealing with their reactions to the situation.

#### Personal and Professional Development

Co-facilitating offers each partner support for his personal development. Facilitating personal growth groups and team-building sessions can be a lonely activity; the opportunities for meaningful personal development are lessened by the complexity of the facilitator's monitoring and intervening tasks. With co-facilitators, each can better work his personal development issues both in and out of the group setting.

Another major advantage of co-facilitating is the opportunity for professional growth. Participants are usually not able to offer meaningful feedback on facilitator competence. When facilitators work together, they can provide each other with a rich source of professional reactions. In this way, each group experience becomes a practicum for the facilitators involved.



### Synergistic Effect

The remark that "two heads are better than one" has often been validated experientially in consensus-seeking tasks in laboratory training. When people work together collaboratively, a synergistic effect often develops. That is, the outcome of the deliberation exceeds the sum of the contributions of the individuals. Co-facilitating can generate synergistic outcomes through the personal and professional interchange resulting from working toward a common task.

### Modeling

One way participants learn in groups is by studying facilitators as behavioral models. Co-facilitating provides not only two models of individuals coping with their own life situations, but it also offers a model for meaningful, effective two-person relationships. The interaction between co-facilitators gives participants a way to gauge dyadic relationships. The likelihood that the training will transfer to participants' back-home, everyday situations is increased.

### Reduced Dependency

A recurring issue in both personal development groups and team-building sessions is the problem of dependency on the facilitator. Facilitators who work many groups alone sometimes dread having repeatedly to face participants' unresolved authority conflicts. With co-facilitators, the leadership is shared, and therefore the dependency problem is somewhat dissipated.

### Appropriate Pacing

A facilitator can pace himself more effectively if he is working with a partner. Observing and intervening in a group session is demanding, and the facilitator is sometimes not able to relax enough to permit the process to emerge at its own rate. Co-facilitators can check each other's timing of events and provide some respite from the detailed monitoring necessary to provide meaningful interventions.

### Sharp Focus

A final advantage is that issues can be focused more sharply when they are seen by two facilitators. Facilitators usually have "favorite" issues that are likely to emerge in their groups, and co-facilitating can offset biases.

### POTENTIAL DISADVANTAGES

#### Different Orientations

Some dangers are, however, inherent in co-facilitation. It is important to be sensitive to potential problems. Individuals with different

orientations--theoretical, technical, personal--can easily impair each other's effect in the group. It is, for example, difficult to imagine a good melding of a Tavistock-oriented "consultant" and an Esalen-trained encounter group leader. Such partners would likely discover themselves working at cross-purposes.

### Extra Energy

Co-facilitating takes energy. Not only is the facilitator occupied with the development of the participants and of the group, but he also has to expend effort to develop and maintain the relationship that may be pivotal to the success of the training. The training subgoals include not only the facilitator's personal and professional development, but also his relationship with his co-worker.

### Threat and Competition

Since two professionals in a group may constitute more of a threat to individual participants than one would, they may see co-facilitators as colluding with each other. The "clinicking" that co-facilitators engage in between sessions can arouse suspicion and create an emotional distance between facilitators and participants.

Co-facilitators can become competitive with each other. Although they may deny any concern for popularity, they may, without knowing it, engage in behavior that meets other needs besides those inherent in the training.

### Overtraining

It is clearly possible to "overtrain" a group, particularly with the presence of two active facilitators. It is important to recognize that too many interventions may stifle both participation and learning. This is especially true when facilitators play the "two-on-one" game, simultaneously attempting to interpret and facilitate one participant. Group-member helpfulness is one of the most potent dimensions of personal growth and team-building activities. After an initiation period, participants--as well as facilitators--can make meaningful interventions. It is important that facilitators stay out of the way in order to permit this process to occur.

### Blind Spots

Co-facilitators may have mutual blind spots in observing inter- and intra-individual dynamics, and it is possible to reinforce each other's failure to attend to particular areas. If co-facilitators are similar in their theory and technique, it is quite likely that they will pay attention to the same data. Thus they may neglect, or pay less attention to, other data and thereby increase the possibility that they will fail to notice significant learning opportunities that are outside their normal purview.

### A Misleading Model

In any human relations situation there is always the possibility that people will react to assumptions rather than to clear understandings of each other. This of course, can occur to co-facilitators if they are not clear about each other's position on recurring and predictable group issues. In this case, they can provide an ineffective model for the participants.

When the relationship between co-facilitators is tense, mistrustful, and/or closed, the modeling is negative. Participants may mistakenly conclude that what "works" in human relations is to behave in ways directly opposed to the values on which human relations training is based.

### Different Rhythms

A final potential disadvantage in co-facilitating is that the facilitators' intervention rhythms may be different. One may intervene on a "beat" of ten, while the other intervenes on a "beat" of three. The facilitator who is slower to react or who hesitates in the hope that participants will take responsibility for the maintenance of the group, may find obtrusive the partner who intervenes more rapidly. Disjunctive contacts that may result between the co-facilitators provide a negative model.

### AVOIDING THE DANGERS

Facilitators who are considering joining together to work with a small group can engage in a number of activities to obviate these potential disadvantages. The obvious first step is to share orientations to and experiences with similar kinds of group situations.

A second way of avoiding the problems of ineffective co-facilitation is to solicit feedback frequently and regularly. As a check on behavioral perception, there is no substitute for honest and straightforward reactions.

In order to counteract one facilitator's tendency to overtrain the group and to cut into the rhythm of interventions of his partner, it may be useful to count to ten--or twenty--before intervening. If any participant speaks during that time, the count is begun again at zero.

It is important that the co-facilitators be honest both in presenting themselves and in soliciting feedback from participants. In this way, they can de-emphasize the impact of their presence in the group. Each co-facilitator needs to monitor the reasons for his behavior in the group. Each intervention should be "located." That is, the facilitator needs to know what he is observing, what he is responding to, what the needs in the group seem to be, and what the intervention is designed to elicit. Otherwise, it is likely that the intervention will meet the personal needs of the facilitator at the expense of the needs of the participants.

## Testing Assumptions

It seems axiomatic that all assumptions need to be tested continuously. Facilitators are clearly not above making errors in communication. It is critical that they check the bases of their professional judgments.

If co-facilitators experience difficulty in working together, they may solicit a third party as a consultant. This activity may produce a great deal of learning not only for themselves but also for observers.

In confronting the potential disadvantages of co-facilitating, partners can create for themselves opportunities to experiment with and to enlarge both their personal development and their professional expertise. We believe that the advantages of co-facilitating clearly outweigh any potential problems or dangers.

*J. William Pfeiffer, Ph. D., is President, University Associates, La Jolla, California. He is co-editor of the University Associates Handbook and Annual series. Dr. Pfeiffer's background is in adult education, internal change-agentry, Gestalt group work, and organization development.*

*John E. Jones, Ph. D., is Vice-President, University Associates, La Jolla, California. He is co-editor of the University Associates Handbook and Annual series. Dr. Jones's background is in teaching and counseling, education, and organization and community-development consulting.*

Reproduced from  
The 1975 Annual Handbook  
for Group Facilitators

John E. Jones and J. William Pfeiffer, Editors  
La Jolla, California: University Associates Publishers, Inc., 1975

## MANAGEMENT DEVELOPMENT COURSE (MDC)

**DEFINITION:** An experience-based workshop for leaders and managers designed to increase their individual effectiveness in management performance.

**FOCUS:** Individual performance necessary to effectively and efficiently manage people in different situations to accomplish organizational goals and missions; that is, getting the immediate mission accomplished while enhancing the organization's ability to perform future missions.

**GRADE STRUCTURE:** Non-commissioned Officers (E-5 through E-9)  
 Commissioned Officers (O-1 through O-3)  
 Department of the Army Civilians of equivalent grade  
 With minor modification - Commissioned Officers (O-4 through O-8)

**PRESENT TO:** Small groups of from ten (10) to twelve (12). Groups composed of peers (equivalent grades) who do not have a work relationship.

**LENGTH:** Five (5) consecutive days and a one-day follow-up approximately six (6) weeks after the initial five days.

**COURSE:**

Management Development Courses (MDC) are not "taught" in the normal sense. A major element of the MDC is "learning by doing" through active involvement in exercises or experiences that are structured to accomplish specific learning goals. In addition to structured experiences, pair and trio skill-building sessions, role playing, discussion groups, helping pairs and small group problem-solving exercises are used to reach the specific learning goals.

These experiences are reviewed by the participants to draw generalizations, new learnings, new knowledge and suggestions on how they may put them to practical use and increase their skills in future experiences. Additionally, by sharing their thoughts and feelings participants learn from others how they can become more effective in their role. This cycle is repeated to build and reinforce skills and learnings.

Lecture and written materials are utilized to focus the learnings and help participants understand particularly useful theories. Also, emphasis is given to creating understanding of techniques useful for back-home application.

DEPARTMENTS OF THE ARMY AND AIR FORCE  
National Guard Professional Education Center  
Post Office Box 797  
North Little Rock, AR 72115-0797

(b)(6)

DSN (b)(6)

GROUP 1

**TRAINING SCHEDULE  
ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE**

Class 1-91

24 FEBRUARY - 15 MARCH 1991

1. The uniform for students attending all Organizational Leadership Department courses is the appropriate seasonal Class B uniform.
2. Students may report to the classroom, 101 ROOSEVELT Hall, 15 minutes early each day for administration purposes. Class leadership will determine need.
3. The primary instructional staff for this course are:

(b)(6)

Other staff members may be involved as deemed appropriate. Please note that the first three days of the course will be conducted with all students in one class. The rest of the course will be divided into two sections with (b)(6) facilitating one group and (b)(6) facilitating the other.

4. All participants in this course are required to attend the PEC Welcome and Orientation meeting on Tuesday, 26 February, in room 230-B Militia Hall. The meeting starts at 0730. Please be in your seats no later than 0725.
5. Anyone having a flight scheduled prior to 1200 hours on 15 March MUST reschedule their flight for departure AFTER 1200 hours.
6. Lunch Schedule:

24 February to 15 March 1210-1315 hrs.

7. Primary text for the class is "How to Make Meetings Work" by Michael Doyle and David Straus.

FOR THE COMMANDANT:

(b)(6)

MAJ, MS  
Course Manager

EXhibit U

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DEPARTMENTS OF THE ARMY AND AIR FORCE  
National Guard Professional Education Center  
Post Office Box 797  
North Little Rock, AR 72115-0797

(b)(6)

DSN (b)(6)

TRAINING SCHEDULE  
ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE  
Class 2-91  
25 Feb-15 Mar 1991

DATE/TIME	SUBJECT	INSTRUCTOR
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**MONDAY**

25 Feb 91

0800-0830

ADMINISTRATION &amp; INTRODUCTIONS

0830-0930

INTRODUCTION TO NEUROLINGUISTIC  
PROGRAMMING

0930-1100

LANGUAGE PATTERNS

1100-1200

INFORMATION GATHERING

1210-1315

LUNCH

1315-1400

RESOURCE STATES, I (CALIBRATING)  
RESOURCE STATES, II (ANCHORING)

1400-1500

SENSORY ACUITY

1500-1600

PERSONAL EDITS

1600-1630

CLINIC &amp; NLP READING ASSIGNMENT

(b)(6)

**TUESDAY**

26 Feb 91

0730-0830

SCHOOL ORIENTATION (RM 230-B MILITIA)  
and ADMINISTRATION AND REVIEW

0830-0945

RAPPORT BUILDING SKILLS

0945-1030

PERCEPTUAL POSITIONS

1100-1210

POLYDESCRIPTION &amp; INTEGRATION

1210-1315

LUNCH

1315-1400

PERCEPTUAL SKILLS

1400-1600

NLP VIDEO "STAND &amp; DELIVER"

1600-1630

ARTICLE AND CLINIC

Exhibit 4

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**TRAINING SCHEDULE**  
**ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE**  
 Class 2-91

<b>DATE/TIME</b>	<b>SUBJECT</b>	<b>INSTRUCTOR</b>
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**WEDNESDAY**

27 Feb 91

0800-0830

ADMINISTRATION AND REVIEW

0830-0930

INTERNAL STATES & STACKING RESOURCES

0930-1030

REFRAMING

1030-1130

COMMUNICATION & CONGRUENCE

1130-1210

ALPHABET CHART EDIT

1210-1315

LUNCH

1315-1400

REAL ESTATE DEAL NEGOTIATION

1400-1500

GOALS AND OUTCOMES

1500-1630

CLINIC/CRITIQUE

**THURSDAY**

28 Feb 91

0800-0900

ODFC EXPECTATIONS, GROUND RULES,  
AND ADMINISTRATION

0900-1000

ADULT LEARNING MODEL

1000-1100

CONTENT/PROCESS; TASK/RELATIONSHIP

1100-1210

INTRODUCTION TO SELF-RELIANCE

1210-1315

LUNCH

1315-1515

BRAIN DOMINANCE

1515-1615

JOHARI WINDOW

1615-1630

CLINICING--PIT MODEL  
(ASSIGN LIFELINE AS HOMEWORK)

(b)(6)

Exhibit 4



**TRAINING SCHEDULE**  
**ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE**  
 Class 2-91

<u>DATE/TIME</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
<b>FRIDAY</b>		
1 Mar 91		(b)(6)
0800-0900	CONCEPT OF GRAPHICS	
0900-1000	LANGUAGE OF GRAPHICS	
1000-1210	RECORDING THOUGHTS	
1210-1315	LUNCH	
1315-1445	FLOW CHARTS	
1445-1530	GRAPHICS PRACTICAL EXERCISE	
1530-1615	LIFE STORY GRAPHIC EXERCISE	
1615-1630	CLINIC/REVIEW	
<b>MONDAY</b>		
4 Mar 91		(b)(6)
0800-1630	STUDENT PRESENTATIONS--LIFELINE	
<b>TUESDAY</b>		
5 Mar 91		
0800-0830	ADMINISTRATION AND REVIEW	
0830-0930	FACILITATION CONCEPTS (USING DOYLE AND STRAUSS "MANAGING YOUR MEETING MOVIE, WORKBOOK, AND TEXT.	
0930-1100	WORKBOOK EXERCISE	
1100-1210	REVIEW, NEAT, NATO, EXPECTATIONS, GROUND RULES, MODELS AND CHARTING TECHNIQUES.	
1210-1315	LUNCH	
1315-1500	INTERACTION PROBLEM SOLVING MODEL	
1500-1600	FACILITATOR/RECORDER ROLES	
1600-1630	FACILITATIVE PROCESSES	

Exhibit 4

**TRAINING SCHEDULE**  
**ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE**  
 Class 2-91

<b>DATE/TIME</b>	<b>SUBJECT</b>	<b>INSTRUCTOR</b>
<b>WEDNESDAY</b> 6 Mar 91 0800-1210  1210-1315  1315-1400  1400-1500  1500-1530  1530-1630	<b>SKILLS APPLICATION WORKSHOP</b> <b>(STUDENTS WORK ASSIGNED ISSUES</b> <b>IN A GROUP SITUATION).</b>  <b>LUNCH</b>  <b>CONFLICT MODELS</b>  <b>CONFLICT MANAGEMENT STRATEGIES</b>  <b>REVIEW/HOMEWORK--VALUE SURVEY</b>  <b>DYADIC ENCOUNTERS</b>	(b)(6)
<b>THURSDAY</b> 7 Mar 91 0800-1210  1210-1315  1315-1600  1600-1630	<b>SKILLS APPLICATION WORKSHOP</b> <b>(STUDENTS WORK ASSIGNED ISSUES IN</b> <b>A GROUP SITUATION).</b>  <b>LUNCH</b>  <b>VALUES AND ETHICS</b>  <b>ADMIN &amp; REVIEW</b>	
<b>FRIDAY</b> 8 Mar 91 0800-1630	<b>FACILITATION, TEAMS WILL BE SPONTA-</b> <b>NEOUSLY ASSIGNED TO FACILITATE A</b> <b>RANDOMLY SELECTED TOPIC.</b>	
<b>MONDAY</b> 11 Mar 91 0800-1630	<b>FACILITATION, TEAMS WILL BE SPONTA-</b> <b>NEOUSLY ASSIGNED TO FACILITATE A</b> <b>RANDOMLY SELECTED TOPIC.</b>	
<b>TUESDAY-WEDNESDAY</b> 12-13 Mar 91 0800-1630	<b>TEAM PRESENTATIONS AND FEEDBACK</b> <b>ON VARIOUS MATERIAL COVERED DURING</b> <b>THE COURSE.</b>	

**TRAINING SCHEDULE**  
**ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE**  
Class 2-91

<u>DATE/TIME</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
THURSDAY 14 Mar 91 0800-1400	PRESENTATION EXAMINATION--GROUP MUST RESPOND TO STAFF INITIATED REQUIREMENT/ASSIGNMENT.	STAFF
1400-1700	PEER EVALUATION AND FEEDBACK	STAFF
1400-1700	PROCESS EVALUATION (concurrent trng)	STAFF
<hr/>		
FRIDAY 15 Mar 91 0800-0900	CLEAR POST	CLASS LEADER
0900-1000	COURSE CLOSURE AND JUMP-OUT	STAFF
1000-1100	GRADUATION	STAFF

**C O N G R A T U L A T I O N S ! ! ! !**  
**H A V E A S A F E J O U R N E Y H O M E**

Exhibit 4

**PROFESSIONAL EDUCATION CENTER  
ORGANIZATIONAL LEADERSHIP DEPARTMENT**

**FACILITATOR/RECORDER EVALUATION SHEET**

**STUDENT(S) NAME(S):** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **SCORE/GRADE:** \_\_\_\_\_

**TOPIC/CLASS ASSIGNMENT:** \_\_\_\_\_

<u>CATEGORIES</u>		<u>LOW</u>					<u>HIGH</u>	
Establishes Credibility	N/A	1	2	3	4	5	6	
Sets the Stage	N/A	1	2	3	4	5	6	
Maintains Focus	N/A	1	2	3	4	5	6	
Stimulates Full Participation	N/A	1	2	3	4	5	6	
Asks Open-Ended Questions	N/A	1	2	3	4	5	6	
Advances the Process	N/A	1	2	3	4	5	6	
Protects Participants	N/A	1	2	3	4	5	6	
Stays out of Content	N/A	1	2	3	4	5	6	
Stays Impartial (No Ownership)	N/A	1	2	3	4	5	6	
Strives for Conflict Resolution	N/A	1	2	3	4	5	6	
Challenges Ambiguous Agreement	N/A	1	2	3	4	5	6	
Remains Flexible	N/A	1	2	3	4	5	6	
Challenges the Group	N/A	1	2	3	4	5	6	
Seeks Clarity	N/A	1	2	3	4	5	6	
Recording Techniques	N/A	1	2	3	4	5	6	
Charting Techniques	N/A	1	2	3	4	5	6	

**SCORER SIGNATURE:** \_\_\_\_\_

Exhibit 4

TABLE OF CONTENTS  
ORGANIZATIONAL DEVELOPMENT FACILITATORS COURSE  
24 FEB - 15 MAR 1991

I. Introduction

- A. Agenda
- B. Personal Journal Writing Instructions
- C. Evaluation Criteria
- D. Student Orientation Information

II. Course Materials

- A. The Adult Learning Cycle & The Experiential Learning Cycle
- B. Brain
  - 1. The Creative Brain
  - 2. Teampower Through Brainpower
- C. Communication
  - 1. Steps in Communication
  - 2. The Guy In The Glass
  - 3. Pattern For Living
  - 4. Roles in Groups
  - 5. Communication and Congruence
  - 6. Effective Listening ('I' Messages)
- D. Conflict Management Style Survey
- E. Facilitation Concepts & Tools
  - 1. Basic Rationale for Facilitation, Std Phrases Exercise
  - 2. The Facilitator's Roles
  - 3. The Facilitator
  - 4. The Recorder
- F. Feedback
  - 1. Guidelines for Effective Feedback
  - 2. Feedback 'I' Statements
- G. Graphics
- H. Group Team Development
  - 1. FIRO-B
  - 2. Functional Roles of Group Members, Observation Form
- I. Johari Window
  - 1. Model for Soliciting & Giving Feedback
  - 2. Rating Scale & Instructions
- J. Language Patterns
- K. Leader Effectiveness & Adaptability Description (LEAD)
- L. Negotiation
  - 1. Exercise land
  - 2. Planned Renegotiation: A Norm-Setting OD Intervention
  - 3. Pinch/Crunch Model
- M. NLP
  - 1. Neuro-Linguistic Programming
  - 2. Calibration
  - 3. The Language System Diagnostic Instrument
  - 4. How Words Reveal Representational Systems
  - 5. Maps of Reality
  - 6. Mirroring
  - 7. Non-Verbal Sensitivity Indicator

- 8. Sensory Acuity (Influencing With Integrity)
- 9. Neuro-Linguistic Programming Reading List
- N. Interaction Problem Solving Model
  - 1. Style Inventory
- O. Seating Charts/Charts Types & Styles
- P. Self Reliance
- Q. Values

### III. Class Presentations

- A. Communication & Feedback (b)(6)
- B. The Effects of Comfort Zones on Group Development (b)(6)
- C. Conflict Management (b)(6)
- D. Icebreakers (b)(6)
- E. Future Planning Model (b)(6)
- F. Situational Leadership Theory (b)(6)
- G. Six Step Decision Making Process (b)(6)

### IV. Evaluations

- A. Spontaneous Facilitation
- B. Hour Facilitation
- C. Peer Feedback

ORGANIZATIONAL DEVELOPMENT CERTIFICATION COURSE  
TABLE OF CONTENTS

1. Win What, Lose What?: An Intergroup Conflict Intervention... (b)(6)
2. The Adult Learning Cycle & The Experiential Learning Cycle... (b)(6)
3. Overview of Planning Purpose & Concepts (Section 1-5)..... (b)(6)
4. Personal Style Inventory..... (b)(6)
5. Systems Approach and Organization Theory
6. Lesson Plans, 6 Day seminar using "Meetings, Isn't There A Better Way"
  - Day 1: Video, work book, plan actual up coming meeting
  - Day 2: Demonstrate/practice specific facilitator & recorder skills
  - Day 3: Practical Exercise
  - Day 4: Practical Exercise
  - Day 5: Metaplan demonstration (several card exercises)
  - Day 5: Briefings, closure
7. Future Planning--A Survey System  
CAPIE definition, charts, and checklists
8. Organizational Development, Behavioral Science Interventions for  
Organization Improvement  
Third Edition..... (b)(6)

THE C.A.P.I.E. PROCESS

FACILITATION SKILLS WORKSHOP  
ARKANSAS NATIONAL GUARD  
30-31 OCTOBER AND 6-7 NOVEMBER 1991



CONTRACTING: On Wednesday 23 October, 1991 two teams combined for the purpose of conducting two two day workshops. Team members were (b)(6)

(b)(6)

(b)(6) Items discussed included: selection of (b)(6) to lead discussion during contracting meeting, OMR model for contract, and specific questions for contract discussion.

On Thursday 24 October, 1991 the team met with (b)(6) the customer, in his office at 0700 to discuss the outcome, expectations, and resources for the workshops. The customer specified that the outcome of the workshops was to train the participants in basic facilitation skills. He further defined this as meaning that the participants would be able to facilitate PAT meetings. He emphasized that practical application was of great importance. He stated that future workshops would quite likely be based upon these first two workshops so he would like to have the lesson plans included in the After Action Report. (b)(6) agreed to meet with the team following the workshops to provide verbal feedback. An appointment was made for 1300 on 25 October with (b)(6) to sign the MOU.

On Friday 25 October 1991 (b)(6) took the prepared contract to (b)(6) office where he signed said contract.

See enclosed AR ARNG memorandum dated 23 September 1991, SUBJECT: Total Quality Management (TQM) Training.

See enclosed contact.

ASSESSMENT: The only assessment was the intended outcomes stated by LTC Pritchett and his indication that the first 2 days of the workshop was a for TQM awareness and that the participants would need to develop facilitation skills for implementing TQM in the Arkansas National Guard. (b)(6) did note that a few of the participants have had a little exposure to facilitation but that the majority of them had no prior training or knowledge. Since the outcome of the workshop was to develop facilitation skills through practical exercises and some instruction no assessment was necessary.

PLANNING: On Saturday 27 October the team came together to brainstorm the content of the workshop. The 2 days of the workshop were divided into 4 blocks, skill awareness, group processes, skill practice and a skills application to a "work world" exercise. Each block was designed to incorporate TQM concepts throughout so that the students could relate both to the first two days of TQM awareness and follow-on TQM activities in the work place.

The team did some teambuilding, developed some expectations for the workshop and some ground rules for team behavior. Each block of instruction/experiential learning was assigned. A team leader was selected for each 2 day workshop.

Exhibit 4

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A visit was made to the workshop location to observe the facilities and layout and to ask (b)(6) some additional questions. The afternoon before the facilitation workshop all team members visited the location to set up the rooms.

An agenda and the lessons plans for the 4 blocks of instruction were finalized and the contents of an after action report (AAR) were conceptualized. AAR assignments were made. The agenda and the lesson plans are contained in the AAR which is attached.

IMPLEMENTATION: The plan was carried out without any major problems. Only two items were added at the request of the students. A short block on the problem solving process and information on contracting. All resources were on hand. However, some handouts were in short supply as more students showed up than were expected. Additional copies were made and were given to these people before the end of the day.

EVALUATION: The students were very pleased with the experiential learning techniques and the tie-ins with TQM. (b)(6) said that his expectations were met. A course evaluation questionnaire was given to the students and is part of a more complete evaluation which is contained in the attached After Action Report.

NOTE: The entire After Action Report was furnished to (b)(6) because he had the agenda and the lesson plans for the use of the Arkansas National Guard in TQM facilitation awareness training.

AFTER ACTION REPORT  
FACILITATION SKILLS WORKSHOP  
ARKANSAS NATIONAL GUARD  
30-31 OCTOBER & 6-7 NOVEMBER 1991

OUTCOME

- \* Develop awareness of facilitation skills
- \* Practice those skills

METHODS

- \* Lecturette
- \* Large and small group discussion
- \* Feedback
- \* Practical exercises
- \* Brainstorming

RESOURCES

- \* Workshop participants
- \* Movie, "Meetings: Isn't There a Better Way"
- \* Facilitators/instructors
- \* Handouts

WORKSHOP AGENDA

30 October 1991 & 6 November 1991

- \* Introduction
  - Outcomes, Methods, Resources
  - Present agenda
  - Introduce facilitators/instructors
  - Expectations/ground rules
- \* Charting
  - Workshop participants introduce themselves using charting techniques
  - Lecturette on charting
- \* Facilitation skills awareness
  - Movie, "Meetings: Isn't There a Better Way"
  - Small and large group discussions
  - Lecturette
- \* Team Member roles (Reading groups, group dynamics)
  - Lecturette
  - Practical exercises
- \* Brainstorming techniques
  - Lecturette
  - Practical exercises
- \* What went well/not so well
  - Participants' evaluation of the day

31 October 1991 & 7 November 1991

- \* Review expectations/ground rules
- \* Apply facilitation skills (facilitator, recorder, observer)
  - Practical exercises using a process action team
- \* Small group discussion of key learning points
- \* Discussion of feedback
- \* Energizer, Team exercise using "nails" (not done 31 OCT)
- \* Practical exercise using a process action team with a "work world" issue
- \* Closure/tie-backs
- \* Expectation review
- \* What went well/not so well
  - Participants' evaluation of the day
- \* Evaluation questionnaire

### LESSON PLAN

#### Introduction (15-30 minutes)

- \* Present Outcomes, Methods, Resources chart
- \* Present agenda using chart
- \* Facilitators introduce themselves using individual charts
- \* Facilitates expectations and ground rules - a facilitator and 2 recorders are used

#### Charting (Chart - "Charts") (30 - 60 Minutes)

- \* Group participants introduce themselves by use of charts of their own creation using charting techniques displayed around room. Participants are asked 4 questions:
  - Tell something about yourself that most people here don't know - hobby, etc.
  - What is the most worthwhile thing that you received from TQM awareness during the previous 2 days?
  - What is an example of a successful TQM process/ teamwork that you have participated in at work or elsewhere?
  - Why are you here?

(Note: Have participants critic their own charts from back of room.)

- \* Lecturette is used before and after the exercise to show charting techniques, i.e. colors, figures, size of letters
- \* Note: Two different techniques were used. On 30 OCT a charting skills chart was displayed after the students did their charts. On 6 NOV the chart was displayed before the students did their charts.

- \* The terminal learning objective is to have participants begin charting using words and/or pictures and to practice speaking before a group. Tie-backs to TQM were used to achieve a continuum throughout the entire 4 day TQM

awareness workshop.

Facilitation Skills Awareness (2 hours)

- \* A video titled "Meetings: Isn't There a Better Way" is used to demonstrate facilitation skills used in meetings. The video shows both unsuccessful meetings and successful meetings and demonstrates how the facilitator and recorder achieve successful outcomes.
  - At 7:43 minutes into the video when Merlin says "There are some things that I want to show you" and a fire is seen on the screen, stop the film. Ask the participants to list on a 3x5 card 3 things that they have seen on the film that support TQM and 3 things that hinder TQM. The participants then form 3 small groups (beginnings of a process action team - PAT) to discuss the individual thoughts and reach a small group consensus. The small groups then brief back to the larger group.
  - At 22:21 minutes into the film when King Arthur says "Zounds, we left when things were just getting good" and you see King Arthur and Merlin back in the chambers, stop the film. Ask the group "why did this meeting go so well? They respond to this as individuals on a 3x5 card, then discuss in their PATs and brief-back to the large group.
  - Continue film to the end. Participants do exercises 13 and 14 on process/content first as individuals, discuss in PATs, and brief-back to the large group. Participants do exercises 19 and 20 on facilitator and recorder roles, first as individuals and then by discussing in PATs. Each PAT briefs the large group on the outcome.
- Note: On 6 NOV the group negotiated lunch from 1130 to 1230. Accordingly, for the first two exercises only the 3x5 card exercise was done without forming small groups.
- \* The terminal learning objective is the tie-backs to TQM, practicing charting, brainstorming, working in PATs, the difference between process (the how) and the content (the what), and the roles that facilitators and recorders play in group processes.

Team Member Roles (90 minutes) (Reference AR ARNG TQM Awareness Book)

- \* Questions to ask the participants:
  - Why is it important to have a knowledge and to recognize the roles of team members?
  - What are some examples of team members' roles?
- \* Practical exercise (Form groups and facilitate, record, and brief-back to the large group.)

- Using the TQM Awareness Handbook, page 5-20, have small groups describe the behaviors, phrases and a famous person that exemplifies the team member role given to the group from the reference.
  - The small groups come up with 5 dysfunctional behaviors in a group and discuss how these behaviors would be handled.
- \* The terminal learning objective is become aware of group dynamics, relationships specifically the roles that members play to make groups either functional or dysfunctional. More experience in small group activity leading to behaviors that process action teams may experience.

#### Brainstorming (45 minutes)

- \* Introduce brainstorming as a method for generating ideas.
  - \* Review rules for brainstorming
    - Set time limits
    - Record every idea even repeats
    - Limit words to phrases
    - Remain neutral
  - \* Review role of facilitator
    - Be energetic
    - Keep it moving
    - Be encouraging
    - Foster competition
  - \* Introduce Brainstorming "Texas style" exercise
    - Divide into small groups
    - Challenge the groups to generate as many uses for a cowboy's/cowgirl's bandana. Handout bandanas.
    - Each group selects a facilitator and a recorder
  - \* Process exercise
    - Group with most ideas reads their list and other groups cross off similar ideas. Other groups add additional ideas.
    - Check with group about how process went
      - Stick to rules?
      - Lots of energy?
      - Was the outcome satisfactory?
    - Check with group on their understanding of the use of brainstorming
- \* The terminal learning objective is develop an understanding of brainstorming rules and to practice brainstorming in small groups using facilitator, recorder and charting skills

#### Skills Practice (3 Hours)

- \* Review expectations and ground rules with the large group to assure that the workshop is on track and that new expectations are addressed before the start of this new day

- \* Small group discussion of key learning points of previous day.
- \* Explain feedback and "looping and grouping"
- \* Process exercise
  - Use small teams with one consultant facilitator with each team for feedback on what went well/not so well
  - Each team is given several TQM related subjects selected from the TQM Awareness Handbook.
  - Team members will rotate roles of facilitator, recorder, and process observer, one for each subject
  - Team will brainstorm, loop and group (combine like items) to come up with a team definition of the subjects (i.e., quality). Concentrate on "process".
  - The team will conduct a "what went well/not so well" quality improvement process/discussion exercise for each facilitator and recorder.
- \* Each team briefs large group on lessons learned
- \* Large group discusses the comfort level toward facilitation.
- \* The terminal learning objective is to increase the students' comfort level in facilitating and recording, to continue to work in small groups similar to a process action team, and to discuss subjects that are related to TQM for "tie-backs" and "tie-forwards".

#### Skills Application (2 Hours)

- \* Overview the Outcomes, Methods and Resources Model (OMR) and provide a handout
- \* Show the Nature, Agenda, Time, Outcomes Model (NATO) and the Nature, Expectations, Agenda, Time Model (NEAT) and have the students compare to OMR
- \* Provide overview of contracting by using the who, what, why, when, where, and how model having students expand on the contents of each of these as they apply to contracting
- \* Practical exercise:
  - Form three process action teams
  - Have them generate through brainstorming an issue/area of concern pertaining to their "work world" and run it through the problem solving process and coming up with a solution
  - Each "PAT" briefs the large group on what the group did and a process observer briefs on the "PAT'S" interaction
- \* The terminal learning objective is:
  - to provide an opportunity for the group to complete a PAT meeting
  - to further develop and practice facilitation and recording skills

- to increase awareness of group dynamics

#### Closure and Tie-Ins

- \* Review agenda and outcomes
- \* Review expectations to determine if they were met
- \* Do a quality improvement process (what went well/what did not go so well)
- \* Facilitate a discussion among the entire TQM Awareness workshop participants and LTC Pritchett on future expectations of workshop participants

#### CLASS EVALUATION - 1ST DAY (30 October 1991)

##### Things that went well

- \* Fast and fun
- \* Charting practice
- \* Brainstorming
- \* The variety of instruction - teaching/facilitation
- \* Learning "trade secrets"
- \* Quality instructors

##### Things that didn't go well

- \* Slow and old film ("Meetings: Isn't There a Better Way")
- \* Not enough feedback from instructors/consultants
- \* Small groups needed more mixing of members
- \* Group should use "inclusive" language (we vs. he/she)

#### INSTRUCTOR/CONSULTANT EVALUATION - 1ST DAY (30 October 1991)

Students developed expectations at the beginning of the day. Several times during the day students were asked if their expectations were being met. Their answers each time were yes.

One individual indicated that the film "Meetings: etc" was slow and old. However, the group received several important learning points on TQM concepts, facilitator and recorder roles and the difference between process and content. This was demonstrated through group discussion, through the exercises and the brief-outs. The learning objective was achieved through the use of this film. The lesson learned is to introduce the film asking the students to listen to the content and look beyond the clothing style of the early 1980s. The students had very high energy during the "instruction blocks" on group dynamics and brainstorming. This is an indication of excitement that something is both worthwhile (the content) and fun (the process).

#### CLASS EVALUATION - 2ND DAY (31 October 1991)

##### Things that went well

- \* Wide variety of skills
- \* Good practical exercises



- \* Good facilitation tips
- \* Good group interaction
- \* Good handouts
- \* Instructors good
- \* Good class size
- \* Had fun

#### Things that didn't go so well

- \* Room was too cold
- \* Not enough time for workshop
- \* Practical exercises were slow to start
- \* Poor explanation of content of 4 day workshop
- \* More TQM concepts need to be brought into facilitation

#### INSTRUCTOR/CONSULTANT EVALUATION - 2ND DAY (31 October 1991)

The students showed great enthusiasm and their charting skills improved dramatically.

The practical exercises provided the "experience" of working in process action teams. This is the tie-forward to the future. Overall these exercises accomplished the intentions and the students responded favorably.

More TQM concepts and tie-ins will be made in future workshops using terms like "forming process action teams" rather than forming small groups. All chances to use TQM terms rather than facilitation terms will be used.

The students requested some information on the problem solving process and contracting between facilitator and customer. Both these concepts were incorporated into the lesson plans giving the students the information they requested.

#### CLASS EVALUATION - 1ST DAY (6 November)

##### Things that went well

- \*Group participation
- \*Fast & Fun
- \*Held group attention
- \*Positive attitude
- \*Quality training
- \*Good facilitation control
- \*Confident what is said here stays here
- \*Use of charts to introduce students

Things that didn't go so well

- \*Hard chairs
- \*Tape cord down for projector
- \*Elevate speaker so it can be heard
- \*Need to control sidebars
- \*Copy quality of handouts

INSTRUCTOR/CONSULTANT EVALUATION - 1st DAY (6 November)

The charting skills chart was shown to the group before they began charting. This seemed to have a positive impact on the quality of the student's initial charts.

CLASS EVALUATION - 2nd DAY (7 November)Things that went well

- \*2nd two days of 4 day TQM workshop were the best
- \*Experiential learning
- \*Practical exercise in small groups
- \*Small group mix

Things that didn't go so well

- \*Handouts should be bound
- \*Facilitator students also wanted information on stats

INSTRUCTOR/CONSULTANT EVALUATION - 2nd DAY (7 November)

The students reviewed facilitator skill concepts that were presented on 6 November. They discussed many aspects which is an indication that they retained significant information. They also participated in their PATs with a lot of energy which indicates that they were having fun while learning. This means they will retain more.

In the afternoon a team building exercise using nails was used.

The group had all their expectations met as indicated by a review of the expectations they developed 6 November.

EVALUATION QUESTIONNAIRE

A questionnaire for a course evaluation was given to the students and tabulations and comments are contained on the attached marked-up questionnaires, one for the 30-31 October session and one for the 6-7 November session.

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**PROFESSIONAL EDUCATION CENTER - COURSE EVALUATION**

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**PURPOSE:** It is our objective to present useful and effective training courses. You are the final authority on whether that objective has been met. Your completion of this form, therefore, will play an important part in our future planning. Please do not feel bound to limit your remarks to questions on this form. Your pertinent comments on any aspect of the course will be appreciated.

---

**RESPONSES:** Check the response closest to your opinion using the following scale:

- 1 = Strongly Disagree
  - 2 = Disagree
  - 3 = Undecided
  - 4 = Agree
  - 5 = Strongly Agree
- 

**1.) THE COURSE MATERIAL WAS:**

- a.) Well Organized: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - b.) Complete and suitable: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - c.) Readable (Printed well): 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- 

**2.) AUDIO-VISUAL MATERIALS WERE:**

- a.) Related to the course: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - b.) Good Quality: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - c.) Sufficient in number: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- 

**3.) THE COURSE:**

- a.) Was a reasonable length: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - b.) Was worth recommending to others: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - c.) Contributed to my Knowledge & Skills: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  - d.) Accomplished announced Purpose: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- 

Exhibit 4

**4.) THE INSTRUCTION:**

- a.) Subject covered thoroughly: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- b.) Course expectations, requirements and objectives were made clear: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- c.) Participation was encouraged: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- d.) Time in class was spent effectively: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

**5.) THE CLASSROOM:**

- a.) Was comfortable: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- b.) Included a manageable number of students: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- c.) Was appropriate for this course: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

**6.) THE INSTRUCTORS:**

- a.) Were prepared for class: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- b.) Stimulated my interest in subject area: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
- c.) Made course a worthwhile learning experience: 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

**REMARKS:****7.) OVERALL INSTRUCTOR EVALUATION (Check your opinion):**

- a.) Knowledge of the Subject:  
☐ Excellent      ☐ Good      ☐ Fair      ☐ Poor
- b.) Ability to Teach:  
☐ Excellent      ☐ Good      ☐ Fair      ☐ Poor

Exhibit 4

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8.) WOULD YOU ADD OR EMPHASIZE ANY SUBJECT MATTERS IN SUBSEQUENT COURSE SESSIONS IF GIVEN THE OPPORTUNITY?

☐ Yes ( If so, list areas and give reason )

☐ No

9.) WOULD YOU DELETE OR DE-EMPHASIZE ANY SUBJECT MATTER AREAS?

☐ Yes ( If so, list areas and give reason )

☐ No

10.) AS A RESULT OF YOUR PARTICIPATION IN THIS COURSE, WHAT ADDITIONAL RELATED TRAINING SHOULD BE MADE AVAILABLE TO YOU?

11.) OTHER COMMENTS: PLEASE PROVIDE ANY COMMENTS, EITHER GENERAL OR SPECIFIC, THAT YOU WOULD LIKE TO MAKE RELEVANT TO THIS COURSE.

Signature and Title (Optional):

Organization:

Date:

Exhibit U

CONSULTANTS FOR ARKANSAS NATIONAL GUARD  
FACILITATION AWARENESS WORKSHOP  
OCTOBER-NOVEMBER 1991

NAME:

ADDRESS:

PHONE:

(b)(6)



DEPARTMENT OF THE ARMY AND AIR FORCE  
NATIONAL GUARD PROFESSIONAL EDUCATION CENTER  
Post Office Box 797  
North Little Rock, Arkansas 72115

MEMORANDUM OF AGREEMENT  
BETWEEN  
AR ARNG-CS AND NGB-PEC-T-O

SUBJECT: Organizational Development Facilitation Services

1. Purpose. To establish a working agreement between the Special Assistant to the Chief of Staff, Arkansas National Guard, and the Organizational Leadership Department of the National Guard Professional Educational Center.

2. Outcomes. Train participants with basic facilitation skills to be used during AR ARNG implementation of TQM.

3. Methods.

a. Contracting. The facilitating team will be allowed the flexibility to design appropriate workshops to meet the outcomes within the confines of the agreement.

b. Assessment. Not applicable.

c. Planning. The workshops' design will be developed around facilitation skills using sound Organizational Development principles that have proven to be beneficial to organizations in the past. Experiential learning opportunities will be utilized as much as possible. A list of key participants (approximately 15) will be provided to the lead facilitator by 26 October 1991.

d. Implementation. The first workshop will occur at the General Instruction Building from 0800 to 1600 on 30 - 31 October 1991. The second workshop will occur at the Phillips Armory from 0800 to 1600 on 6 - 7 November 1991.

e. Evaluation. The facilitating team will conduct an evaluation of the entire workshop. A meeting will be conducted immediately following each workshop for feedback to the facilitators. A written After Action Report,

including the workshop design and recommendations for future workshops will be provided to the point of contact approximately one week following the completion of the contract.

#### 4. Resources.

a. The facilitating team for the MOA will be comprised of seven students of ODCC 1-92.

b. The Professional Education Center (PEC) will fund the facilitating teams for the workshops. PEC will not fund the participants.

c. AR ARNG will provide other resources associated with this workshop. This includes meeting rooms, refreshments (e.g. coffee), etc.

d. AR ARNG will provide administrative support for all activities. This includes, but is not limited to, temporary private work area, reproduction facilities, and standard workshop supplies (easels, poster pads, masking tape, push pins, stapler, etc.).

#### 5. Other concerns.

a. Amendments. This MEMORANDUM OF AGREEMENT may be amended at any time mutual agreement of the signatories. It is the responsibility of the point of contact for the facilitators to coordinate and publish such amendments.

b. Confidentiality. All information pertinent to these workshops is confidential and is the property of the client. Observance of confidentiality includes the protection of the workshop After Action Reports.

c. The Point of Contact is the undersigned, telephone: (b)(6) The Point of Contact at PEC is (b)(6)

(b)(6)

Special Assistant to the  
Chief of Staff  
AR ARNG

25 Oct 91

date

(b)(6)

Point of Contact for  
Facilitation Team

10/25/91

date



(b)(6)

Point of Contact for  
Facilitation Team  
Center

25 Oct 91  
date

(b)(6)

Chairman, Organizational  
Leadership Department

                      
date

Exhibit 4

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SIDSPER Chief  
TNG  
SENIOR NCO to MARS  
30 people  
15 - Facilitator  
15 - Statistics

# MILITARY DEPARTMENT OF ARKANSAS

OFFICE OF THE ADJUTANT GENERAL  
NORTH LITTLE ROCK, ARK. 72118-2200

BILL CLINTON  
GOVERNOR

OCT 30-31 FAC TNG  
NOV 6-7 FAC TNG

JAMES A. RYAN  
MAJOR GENERAL  
THE ADJUTANT GENERAL

CS-XH

23 September 1991

## MEMORANDUM FOR WEE DISTRIBUTION

SUBJECT: Total Quality Management (TQM) Training

1. The State Total Quality Management Support Team will conduct 5 initial TQM training sessions for Departments and for Major Subordinate Commands (MSC). The first two classes are targeted for Department personnel with each MSC receiving one class. Class sizes are limited to 30 students each.

2. Class dates and locations are as follows:

Dates	Location	Attendees
28-31 October 1991	General Instruction Building	Staff personnel
4-7 November 1991	Phillips Armory	Staff personnel
12-15 November 1991	Ricks Armory	39th SIB
19-22 November 1991	Phillips Armory	Troop Command
16-19 December 1991	Fayetteville Armory	142d FA Bde

3. Students will attend in AGR, Technician, or ADT status (code 21D) for M-Day Guard personnel. Classes will start at 0800 hours. Uniform will be duty uniform.

4. All students will receive TQM Awareness Training followed by one of two tracks of training in either Facilitator Training or Statistical Process Training.

5. Departments are authorized the following number of training slots for the first two classes:

Department	28-31 October 1991	4-7 November 1991
DPA	4	4
DPT	4	4
DSS	4	4
DM/CSMS	4	4
SPHO	2	2
DASF	2	3
R&R	2	3

WE RECRUIT SOLDIERS - WE RETAIN FAMILIES

Exhibit 4

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CS-XH

SUBJECT: Total Quality Management Training

Departments	28-31 October 1991	4-7 November 1991
FMO	2	2
DOIM	1	1
HTU	2	1
BSC	2	1
STARCO (-)	1	1
	<u>30</u>	<u>30</u>

6. Once this initial training phase is complete, additional TQM Awareness Train will be scheduled for staff personnel. MSC TQM Support Teams will be responsible for scheduling and conducting additional training within their respective MSCs.

7. POC is: (b)(6)

FOR THE ADJUTANT GENERAL:

(b)(6)

DISTRIBUTION:

B

Chief of Staff

CF:

State TQM Spt Team Member

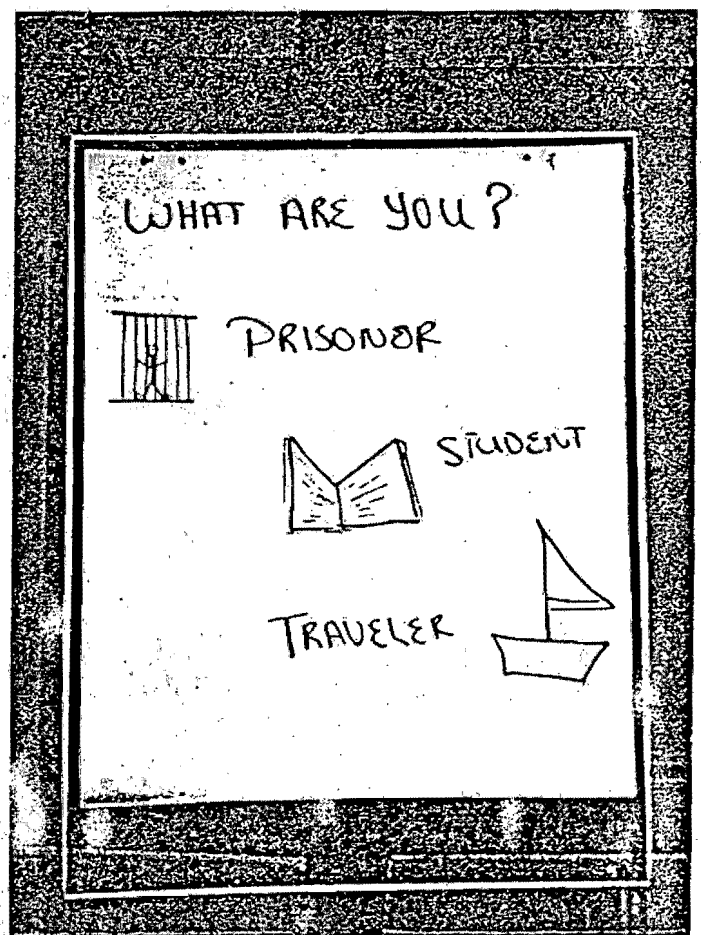
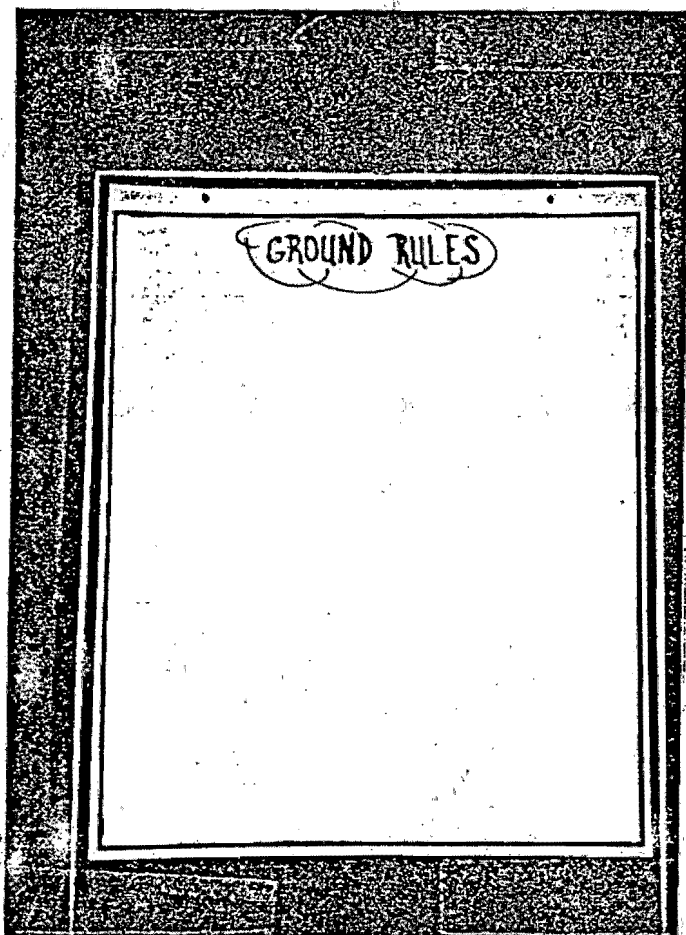
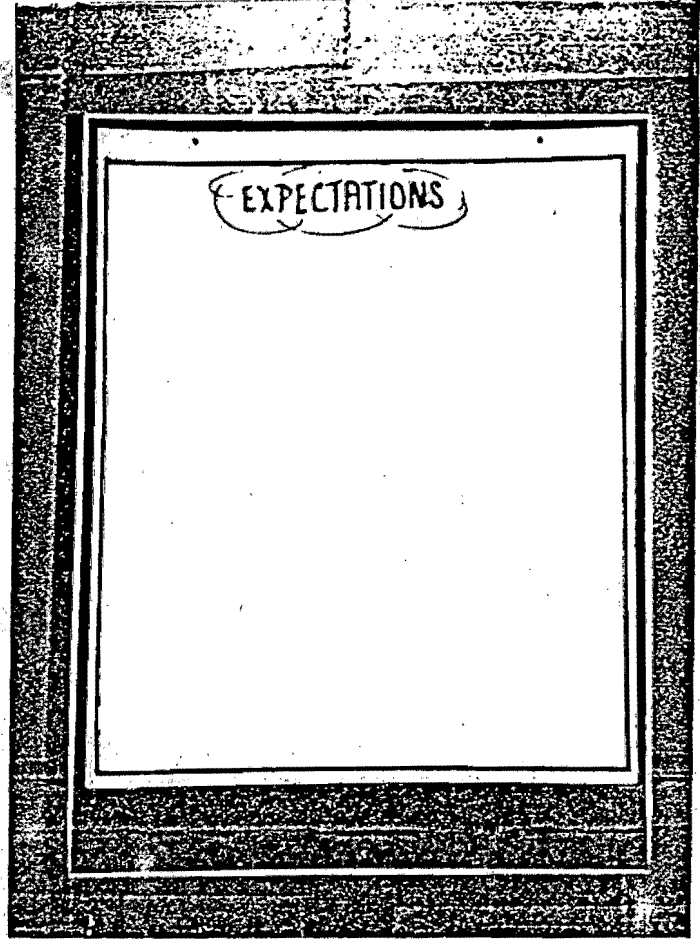
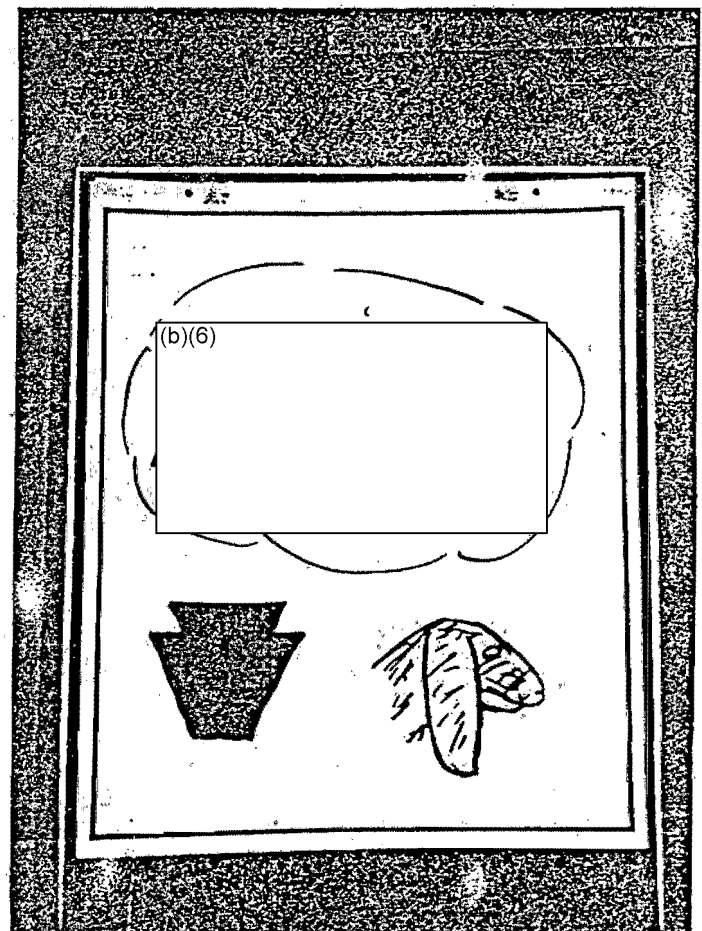
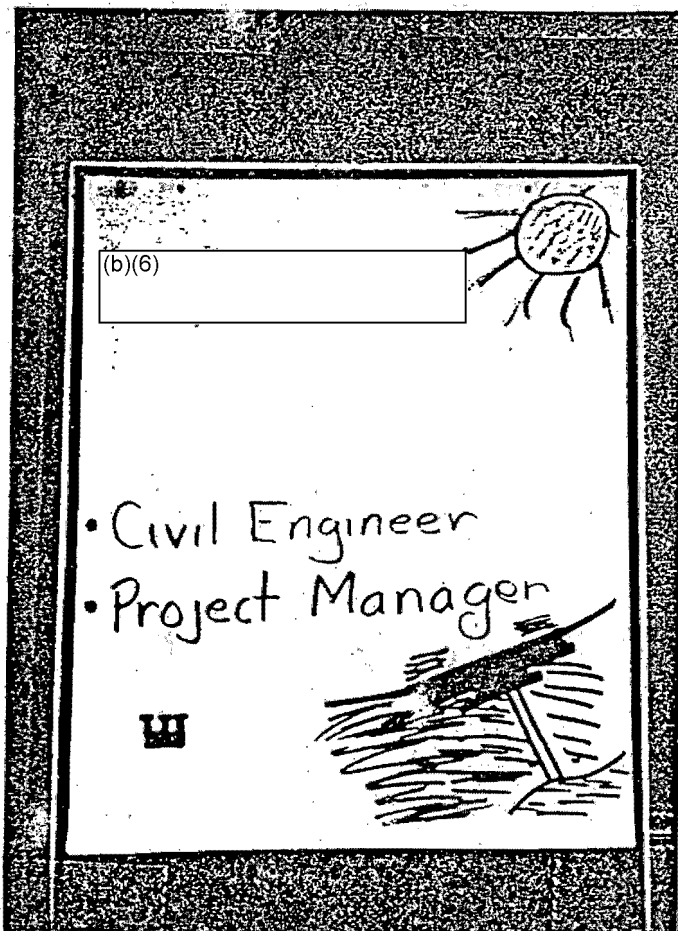
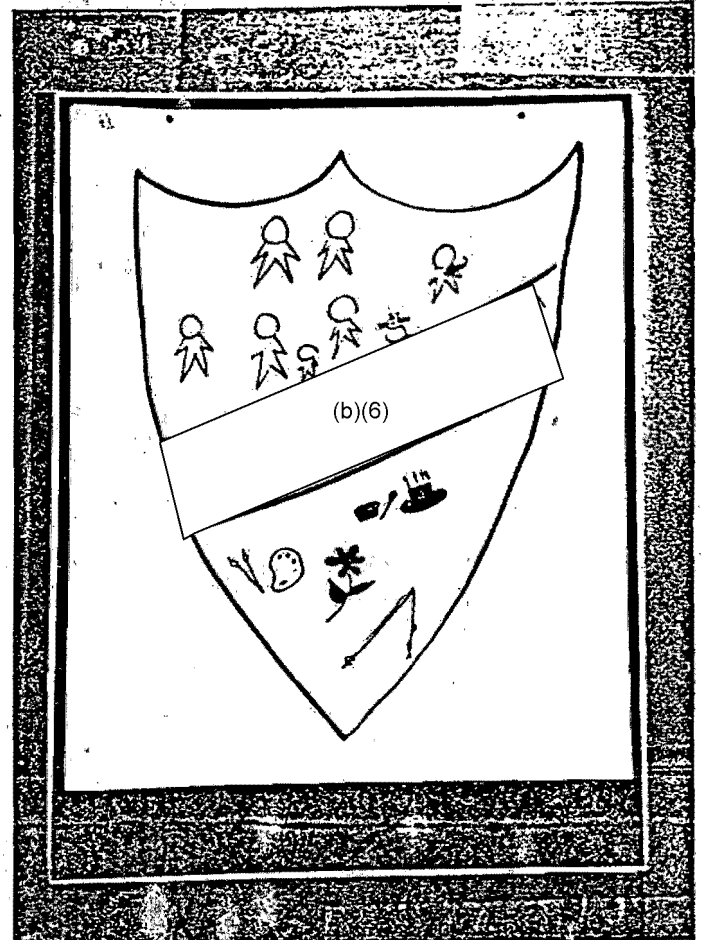
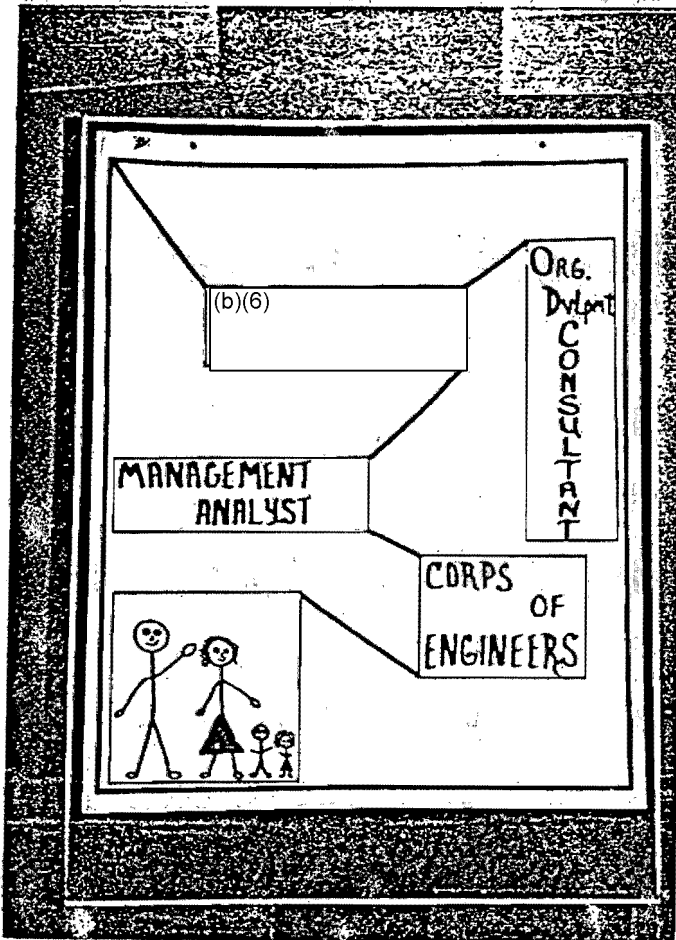
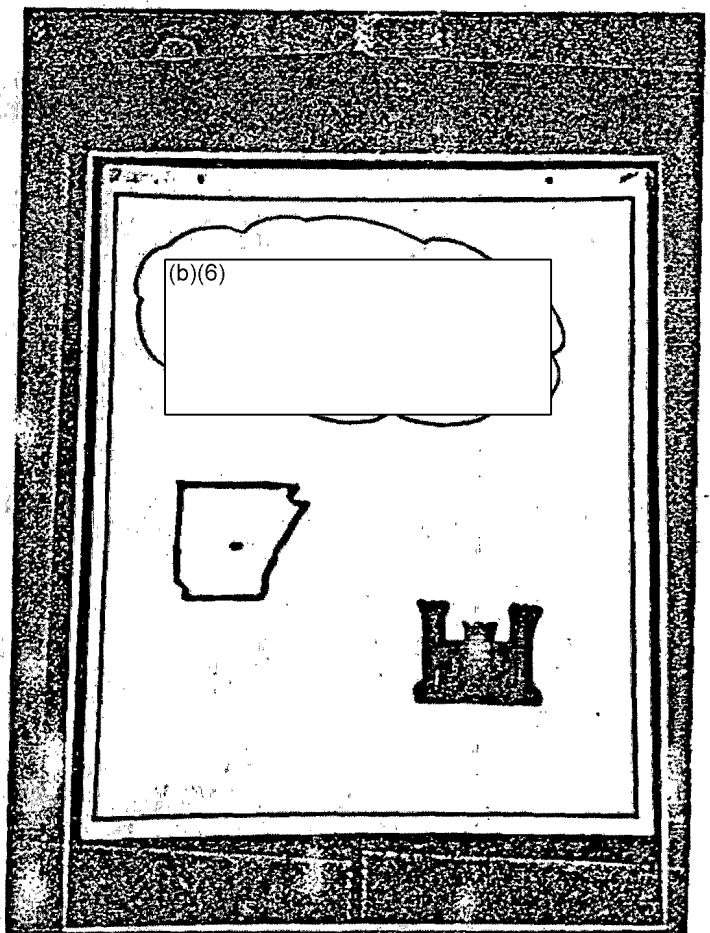
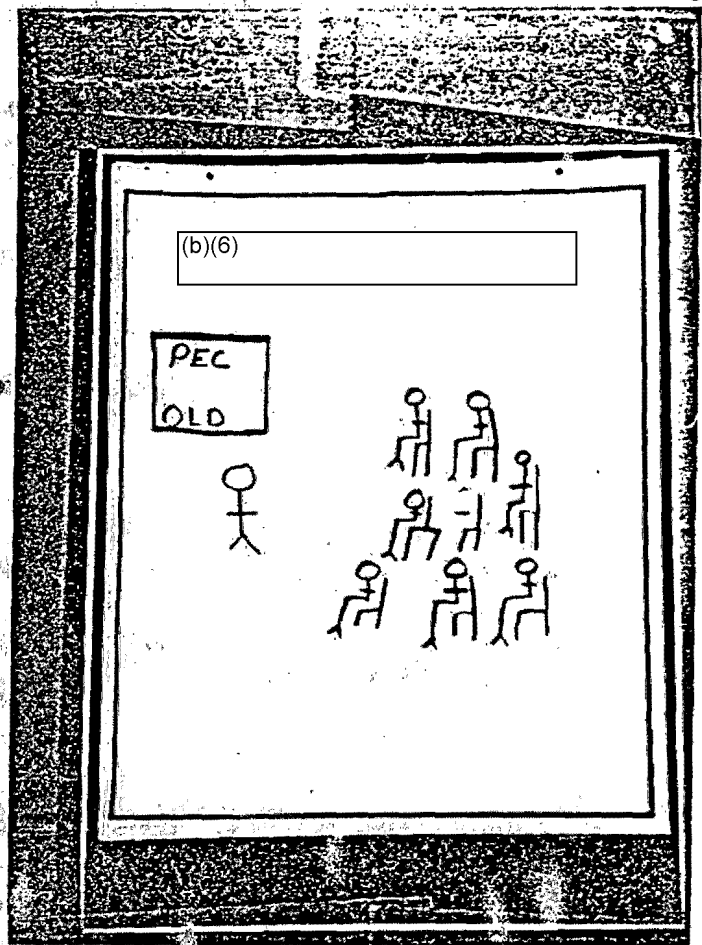
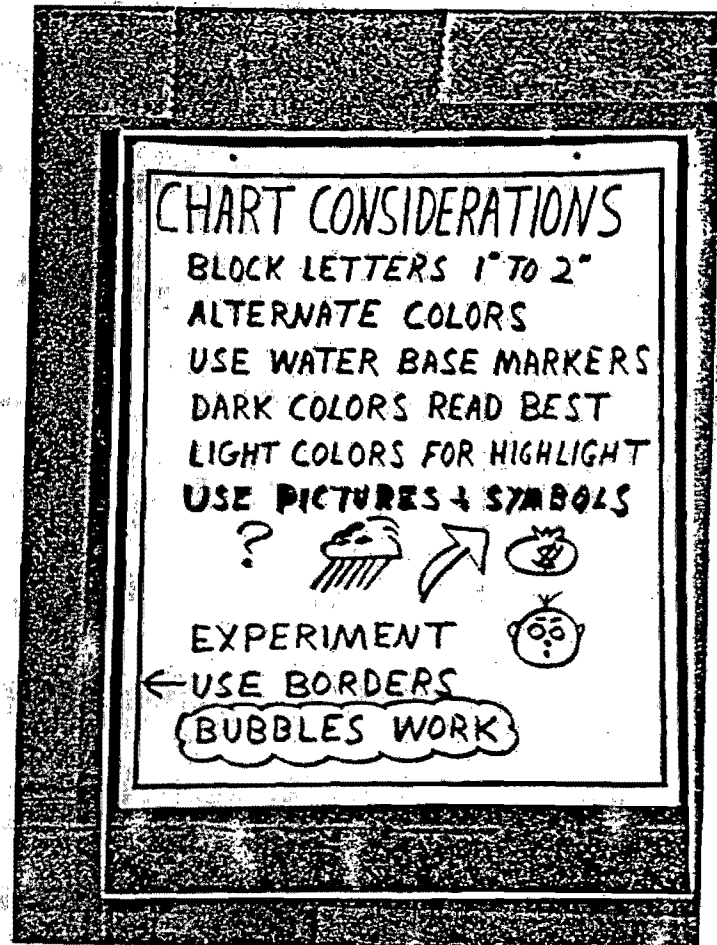
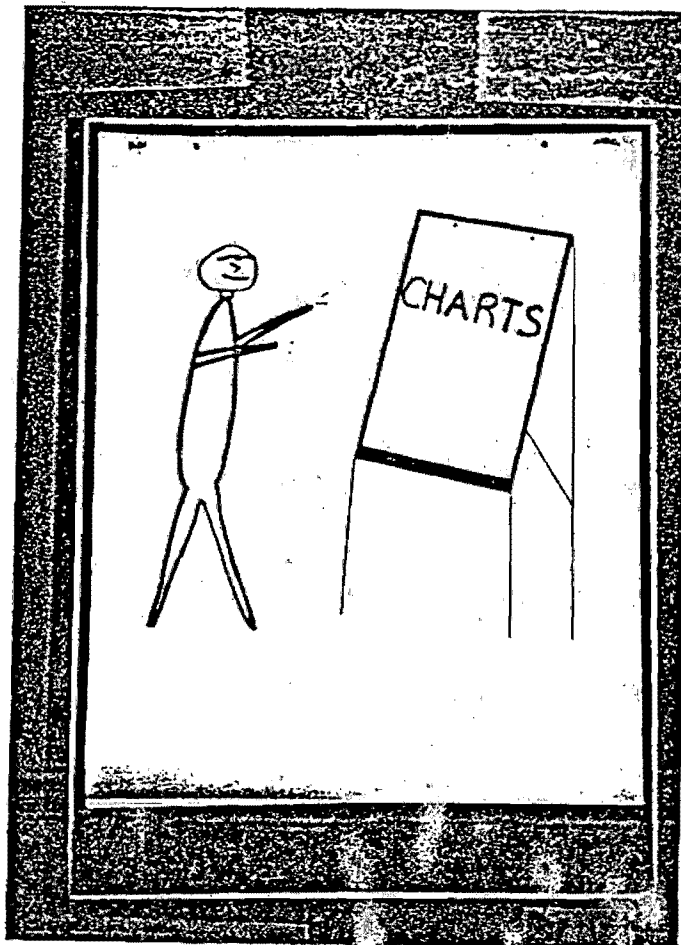


Exhibit 4









1

Tell something about yourself that most people here do not know.



2

What is the most worthwhile thing that you <sup>BVO</sup> learned from the TQM awareness during the last 2 days?

4

Why are you here?

3

Give an <sup>Wow!!</sup> example of a TQM process or team effort in which you participated that had a successful outcome



# FACILITATOR'S ROLE

BE **ENERGETIC** KEEP IT MOVING



BRAINSTORM

FOSTER COMPETITION

BE **ENCOURAGING**



# BRAINSTORMING



SET TIME LIMITS



ALLOW REPEAT IDEAS



LIMIT WORDS TO PHRASES



REMAIN NON-JUDGEMENTAL



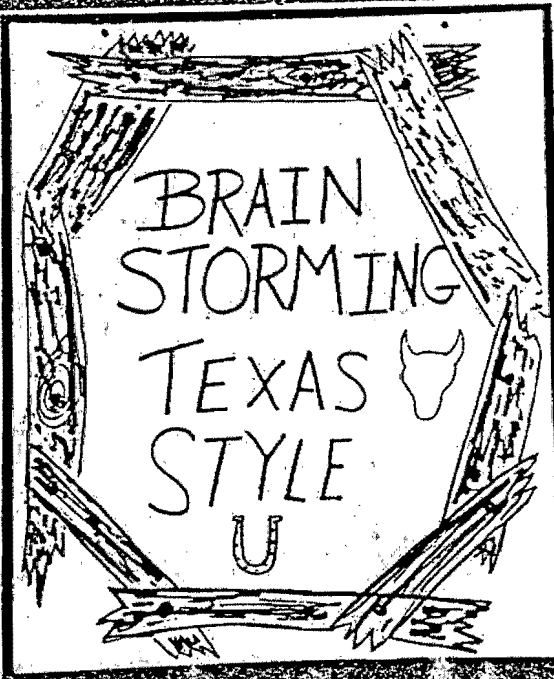
Resource Video

Meetings: Isn't there a Better Way

- Facilitation
- Process/content
- TQM Concepts

Outcome

BRAIN STORMING TEXAS STYLE U



LIST OF BEHAVIORS  
PHRASES  
FAMOUS PERSON

USE: FACILITATOR  
RECORDER  
(15 MIN - REPORT BACK)

• Why did this meeting go well? •

• Remember TQM concepts from last 2 days. •



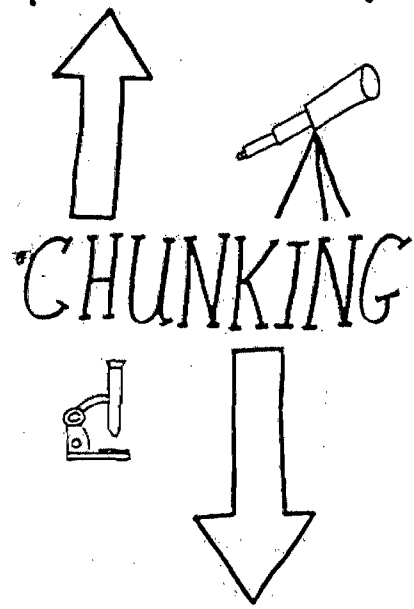
DISCOVERING  
THE FUTURE

By:


(b)(6)

TEAM MEMBER  
ROLES

WHAT PARADIGMS  
DO WE HAVE ABOUT  
QUALITY IN THE  
WORK PLACE?



Hinders 

Supports TQM 

**NATURE :**

- EXPERIENTIAL LEARNING

**AGENDA:**

- ADDRESS QUESTIONS
- PRACTICAL EXERCISE
- WORKSHOP CLOSURE

**TIME:**

3 HOURS

**OUTCOME:**

- I.D. "WORK WORLD" ISSUES
- CONDUCT "PAT" MEETING
- DEVELOP OMR FOR ISSUE

**GROUP INSTRUCTIONS**

1. BRAINSTORM WORK WORLD ISSUE
2. PRIORITIZE & SELECT TOPIC FOR P.E.
3. RUN THRU PROBLEM SOLVING PROCESS
4. DEVELOP ACTION PLAN
5. PREPARE BRIEF OUT
6. LARGE GROUP PRESENTATIONS

**CURRENT SITUATION**HOW THINGS ARE  
"AS IS" STATEMENT**DESIRED OUTCOME**

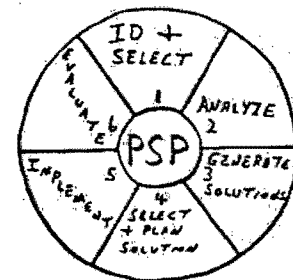
HOW DO YOU WANT IT TO BE

**METHODS**

WHAT CAN YOU DO TO GET THERE

**RESOURCES**

WHAT OR WHO DO YOU NEED TO GET THERE

**PROBLEM SOLVING PROCESS**

## PRACTICAL EXERCISE

1. DRAW NUMBERS TO FIND OUT WHICH PAT YOU WILL GO TO. MOVE TO ASSIGNED PAT AREAS.
2. A TRAINED FACILITATOR WILL BE ASSIGNED TO EACH PAT. THEY WILL:
  - a. HAVE 55 CARDS NUMBERED 1 THRU 7
  - b. HAVE A MASTER LIST OF SUBJECTS.
  - c. PROVIDE FEEDBACK DURING Q.I.P.
3. WHEN YOU ARRIVE AT PAT AREA YOU WILL DRAW A CARD IN (2a). THE PAT WILL DECIDE WHO WILL BE THE FACILITATOR, RECORDER, PROCESS OBSERVER, AND TIMER. THE TRAINED FACILITATOR WILL TELL THE FACILITATOR WHAT SUBJECT IS THEIRS FROM THE MASTER LIST (2b).
4. THE STUDENT FACILITATOR WILL FACILITATE THE SUBJECT BY:
  - a. BRAINSTORMING
  - b. LOOP + GROUP
  - \* c. CONCENTRATE ON "PROCESS NOT CONTENT."
  - d. 10 TO 15 MIN.

5. THEN THE GROUP WILL SIT DOWN AND PROVIDE FEEDBACK BY USING THE Q.I.P. FOR WLT 10 MIN. WITH THE PROCESS OBSERVER FEEDBACK FIRST.
6. THIS PROCEDURE WILL BE REPEATED UNTIL ALL STUDENTS HAVE HAD A CHANCE TO PLAY ALL ROLES AT LEAST ONCE.
7. BREAKS WILL BE DECIDED BY PAT.
8. BEFORE RETURNING TO LARGE GROUP MAKE A CHART SHOWING HOW THIS EXERCISE BENEFITTED THE PAT OR DID NOT. THIS WILL BE PRESENTED TO LARGE GROUP BY A REP. OF EACH PAT.





Now apply what you have learned from Exercise 13 to meetings. List a few examples of common meeting processes and then, opposite each process, give an example of some content or agenda item to which it can be applied.

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Exhibit 4



### The Facilitator's Roles

Webster's definition: facilitate -- To make easy or less difficult.

1. ESTABLISHES CREDIBILITY in the facilitator, the process, and adds a deminsion of control to the task at hand.
2. SETS THE STAGE for the experience by providing some "up front" direction and framework within which the group will work. This role includes establishing an atmosphere for the process (both physical and emotional).
3. MAINTAINS FOCUS on the task at hand by limiting off-the-subject discussions that do not advance the group toward it's goal.
4. STIMULATES FULL PARTICIPATION of each participant to enhance the chances of achieving the best possible outcome, and diminish the effectiveness of any single individual or sub-group that may tend to dominate the group in order to attain a parrocial outcome counter to the best interests of the entire group.
5. ASKS QUESTIONS or surfaces issues that need to be addressed by the group to achieve the highest quality outcome possible.
6. PROVIDES ANNONYMITY AND CONFIDENTIALITY to the group and it's members to insure that information is not carried to those outside the group that would in any way impact adversely on individuals or the organization.
7. ADVANCES THE "PROCESS" by providing a "track" to run on, and moves the group along that "track" to achieve it's desired outcome in a timely manner that incorporates meaningful delays when necessary.
8. PROTECTS PARTICIPANTS ideas from harsh treatment by others who may, for any reason, be unable to empathize with their viewpoint.
9. STAYS OUT OF "CONTENT" by remaining non-judgemental and acknowledging that the subject matter experts are the group members.
10. STAYS IMPARTIAL to what is being discussed; rather will focus on how that discussion will advance the process toward the desired outcome.
11. RECORDS (or has recorded) a "group memory" of significant items discussed or decided by the group to enhance a common understanding of progress.
12. STRIVES FOR CONFLICT RESOLUTION to secure a win/win situation by treating conflict as a healthy ingredient toward progress.
13. CHALLENGES AMBIGUOUS AGREEMENT when it appears that agreement is unclear or may pose a threat to attaining the desired outcome when the group may not have

thoroughly explored the implications of an agreement on a particular course of action.

14. REMAINS FLEXIBLE to the needs of the group and will adjust quickly to those needs as identified.

15. HAS NO OWNERSHIP IN THE OUTCOME, only that the outcome is achieved to the satisfaction of the group.

16. CHALLENGES THE GROUP to excel in the pursuit of achieving the best possible outcome.

17. INTRODUCES NEW TECHNOLOGY or experiences gained from working with other organizations that may have an effect on attaining higher levels of performance in achieving the desired outcome.

18. SEEKS CLARITY in areas that are unclear to the group or any of its members to minimize misunderstanding and misconception.

### A SAMPLING OF TECHNIQUES

1. Traffic Cop; controlling the flow of information exchange.
2. Connect ideas; by pointing out identical or similar dialog.
3. Paraphrase; restatement of something being said to insure clarity.
4. Encourage; participation by being energetic and enthusiastic.
5. Color record; by mixing colors to obtain the best effect.
6. Move around; by getting away from the charts or any single place.
7. Boomerang; send statements or questions back to the originator or group.
8. Columbo; play dumb...let others help you to understand what they may not.
9. Use your body; block, enter someones space, attain and sustain attention.
10. Use group record; refer back to items already recorded to connect ideas.
11. Listen; be attentive, try to understand all points of view to find a win/win.
12. Get ownership; strive for consensus in all decision making efforts.

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Handout 6C

The Facilitator**The facilitator in meetings using the Interaction Method:**

- Is a neutral servant of the group.
- Does not evaluate or contribute ideas.
- Focuses energy of the group on a common task.
- Suggests alternative methods and procedures.
- Protects individuals and their ideas from attack.
- Encourages everyone to participate.
- Helps the group find win/win solutions.
- Coordinates pre- and post-meeting logistics.

**Specific Techniques for the Facilitator:**

- Clearly define your role.
- Get agreement on a common problem and process before beginning.
- Boomerang questions back to group members.
- Be positive - compliment the group.
- Don't talk too much.
- Support and keep the recorder in his/her role.
- Help to educate the group.
- Don't be afraid to make mistakes.
- Don't be defensive.

June 1987

Facilitators Course Booklet -- Page 6-6

Exhibit 4

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Handout 6D

The Recorder**The Recorder, in meetings, using the Interaction Method:**

- Captures basic ideas on large sheets of paper in full view of the group.
- Does not edit or paraphrase.
- Uses the words of the speaker.
- Records enough of the speaker's ideas so they can be understood later.
- Remains neutral.
- Does not contribute his/her own ideas.
- May lag behind, but that's OK. If the recorder gets lost or didn't hear, he/she may stop the group and ask people to repeat or slow down.

**Specific Techniques for the Recorder:**

- Listen for key words.
- Try to capture basic ideas, the essence.
- Don't write down every word.
- Make corrections nondefensively.
- Write legibly. Print/write an inch and a half high.
- Write fast.
- Don't be afraid to misspell.
- Abbreviate words.
- Vary colors; use colors to highlight, divide ideas, underline.
- Vary size of writing/printing.
- Use outline form.
- Use stars, arrows, numbers, dots, etc.
- Number all sheets.

June 1987

Facilitators Course Booklet — Page 6—7

Exhibit U

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# HANDOUT #1

## KEY FACILITATIVE BEHAVIORS

Exhibit 4

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# KEY FACILITATIVE BEHAVIORS

## INTERVENTIONS

- Boomerang
- Maintain/regain focus
- Play dumb
- Say what's going on
- Check for agreement
- Avoid process battles
- Enforce process agreements
- Encourage
- Accept/legitimize/deal with or defer
- Don't be defensive
- Use your body language
- Use the group memory
- Don't talk too much.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# KEY FACILITATIVE BEHAVIORS

## PREVENTIONS

- Establish ground rules/define roles
- Get agreement on process
- Get agreement on content/outcome
- Stay neutral/stay out of content
- Be positive (win/win attitude)
- Suggest a process
- Educate the group (process commercials)
- Get permission to enforce the process agreements
- Get the group to take responsibility for its actions
- Build an agenda
- Get ownership of the agenda
- Set up the room
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# PREVENTIONS

## General Approach

Establish ground rules —  
define roles (make your  
social contract)

## Specific Things

## You Can Say or Do

(See section on *Meeting Roles for Facilitator's Contract*)

"OK, before we get started, I'd like to make sure we all agree on general procedures. While I'm facilitating we're going to operate by consensus. Consensus means ... If we need to take a formal vote, I'll turn the meeting over to your chairperson."

"Mr. Smith is here as an observer. That's why he is sitting at the back of the room. He has agreed not to participate."

## Get agreement on process

"Before we begin to evaluate the alternatives, are we agreed that we'll begin by saying what we like about each alternative, and then go on to our concerns about each one?"

"Just a moment, before you begin your report. Do you want to entertain questions? ... During your presentation or afterwards?"

"To make sure we are clear, Joe is going to present his idea without interruption, then we'll ask clarifying questions, and then we'll go on to Bill's solution."

"If there are no objections, we'll brainstorm different possible definitions of the problem, stating them as 'how to' questions. Any questions about how we are going to proceed?"

## Get agreement on content/outcome

"Which issue are you going to discuss first?"

"What's the purpose of this meeting? To design the agenda for the full commission next Wednesday? Does anybody have a different conception of this meeting?"

"Today, we're just dealing with the issue of vacation policy—not benefits in general. That's right?"

"What's success going to look like today?"

V-4

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Exhibit 4

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# PREVENTIONS

## General Approach

## Specific Things You Can Say or Do

### Stay neutral/stay out of the content

Don't get sucked into contributing your own ideas or opinions. (See Boomerang)

Remind the group of your role ... "As your facilitator, I'm supposed to be neutral. This is your meeting. What do you want to do?"

"I won't be able to help you work through this issue if I start taking sides."

"I'll share with you my personal opinions after the meeting."

"Actually, I don't have a personal opinion about the issue yet."

### Be positive (win/win attitude)

If you really believe a win/win solution can be found, you will increase the chances of it happening.

"I know this issue is quite emotionally charged for some of you, but if we take our time and work our way through the problem I'm sure we can find a solution you can all live with."

### Suggest a process

"Why don't we try brainstorming?"

"I would suggest looking at criteria before trying to evaluate the options."

"How about working backwards from the deadline?"

### Educate the group (process commercials)

By offering short comments about why you are doing what you are doing and about the nature of the problem solving process, you can help it work through difficult situations and become better at facilitating itself.

"There's no one right way to solve a problem. Which way do you want to try first?"

"You can't solve two problems at once."

"If we don't agree on the problem, we'll never agree on a solution."

# PREVENTIONS

<h2>General Approach</h2>	<h2>Specific Things You Can Say or Do</h2>
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**Get permission to enforce the process agreements**

"If you want to get through all these reports by 11:00, I'm going to have to hold you to your five minute time limit. Is that OK? Any objections?"

"Is it alright with you if I push a little harder to get finished on time?"

"You've agreed not to bring up old history. Do I have your permission to cut you off if you do?"

**Get the group to take responsibility for its actions**

"This is your meeting, not mine. What do you want to do?"

"It's up to you to decide if you want to change the agenda."

"I can't make you reach an agreement. You have to really want to find a win/win solution."

**Build an agenda**

By working with your manager, chairperson or subcommittee to plan an agenda for your meetings, you can anticipate and prevent many potential meeting problems from occurring.

(See How to Build an Agenda)

# PREVENTIONS

<h2>General Approach</h2>	<h2>Specific Things You Can Say or Do</h2>
---------------------------	--

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### Get ownership of the agenda

Even though an agenda has been prepared in advance, don't assume that everyone in the meeting has seen it or agreed to it. Check for additions, revisions, and reordering of agenda items.

"OK, that's the agenda. Any additions or revisions?"

Once people have had a chance to revise or approve the agenda, then it becomes *their* agenda, not *yours*, and they are less likely to feel they have been manipulated.

### Set up the room

You can prevent a number of potential meeting problems from occurring, simply by how you arrange the room in advance.

For example, if you want people to sit in the front row, put out fewer chairs than you think you will need. People always tend to sit as far back as they can.

# INTERVENTIONS

## General Approach

## Specific Things You Can Say or Do

### Boomerang

Don't get backed into answering questions the group should be answering for themselves. Boomerang the question back to the group.

Group member: "Facilitator, which problem should we deal with first?"

Facilitator: "That's up to the group. Which do you think we should discuss first?"

Group member, addressing the facilitator: "What was the inflation rate for last year?"

Facilitator: "Who can answer that question?"

Group member: "I don't like the tack we're taking here."

Facilitator: "What do you think we should do?"

(See Don't be defensive)

### Maintain/regain focus

"Wait a second. Let's keep a common focus here."

"Just a moment, one person at a time. Joe, you were first and then Don."

"I can't facilitate if we have two conversations going at once. Please try to stay focused."

"Excuse me, Elizabeth. Are you addressing the issue of ...?"

"Let's work on one thing at a time."

### Play dumb

When the group has gotten off track or the meeting has broken down in some way, playing dumb is a way of getting the group to focus on its own process by having to explain it to you. It's a form of boomeranging, and is easy to do when you're really confused.

"Can someone tell me what's going on?"

"I'm confused. What are we doing now?"

"Where are we?"

"I'm lost. I thought we were ..."

# INTERVENTIONS

## General Approach      Specific Things You Can Say or Do

### Say what's going on

Sometimes, simply identifying and describing a destructive behavior to the group is enough to change that behavior. Be sure to "check for agreement" after your process observation.

"You are not letting John finish his presentation."

"I think you're trying to force a decision before you're ready."

"It seems to me that ..."

"My sense is ..."

### Check for agreement

Almost any time you make a statement or propose a process, give the group an opportunity to respond. Don't assume they are with you.

"Do you agree?"

"Alright?"

"OK?"

A powerful way of checking is to look for the negative. Make silence a sign of confirmation. Rather than saying, "Do you all agree?", ask:

"Are there any objections?"

"If there are no objections (pause) ... we'll move on to ..."

"Is there anyone who can't live with that decision?"

### Avoid process battles

Don't let the group become locked into arguments about which is the "right" way to proceed. Point out that you can try a number of things, deal with more than one issue. The issue is which one to try first. (See *Preventions: Educate the group.*)

"We can try both approaches. Which one do you want to try first?"

"Can we agree to cover both issues in the remaining time? ... OK, which do you want to start with?"

# INTERVENTIONS

## General Approach

## Specific Things You Can Say or Do

### Enforce process agreements

Once the group has agreed to a procedure, your credibility and neutrality may be at stake if you don't enforce their agreement.

"Wait a second, you agreed to brainstorm. Don't evaluate ideas ..."

"Harry, let John finish."

"Sorry Beth, I'm afraid your time is up."

### Encourage

"Could you say more about that?"

"Why don't you try."

"Keep going, I think this is useful."

### Accept/legitimize/ deal with, or defer

This is a general method of intervening that works well for dealing with problem people and emotional outbreaks of all kinds. For more complete description see *How To Make Meetings Work* under "How to Deal with Problem People", Chapter 6.

"You're not convinced we're getting anywhere? That's OK, maybe you're right."

"Are you willing to hang on for 10 more minutes and see what happens?"

### Don't be defensive

If you are challenged, don't argue or become defensive. Accept the criticism, thank the individual for the comment, and boomerang the issue back to the individual or group.

"I cut you off? You weren't finished? I'm sorry. Please continue."

"You think I'm pushing too hard? (lots of nods) Thank you for telling me. How should we proceed from here?"

# THE INTERACTION METHOD

## ROLES AND CONTRACTS

### FACILITATOR

#### How to Define Your Role

- Won't contribute my own ideas or evaluate yours
- Try to remain neutral
- Help you focus your energy on the task and keep on track
- Make sure everyone has a chance to participate
- Defend you from personal attack
- Be a kind of meeting chauffeur
- May make some process suggestions—suggestions about how to proceed. This is *your* meeting. It's up to *you* to decide what you want to do and how you are going to do it.

#### How to Make Your Contract with the Group ☆

If any of you feels that I'm manipulating you in any way or not giving you a chance to participate or I'm becoming involved in the content of the meeting, please let me know. I'll try not to be defensive. Being a good facilitator is difficult, so please help me. Are there any questions?

### GROUP MEMBER

#### How the Facilitator Clarifies the Role of the Group Member

- This is your meeting
- Make sure your ideas are accurately recorded
- Make sure I'm remaining neutral and not manipulating you in any way
- Help the group by being facilitative yourself

☆ These are suggestions: use your own words.

V-12

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Exhibit 4

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## RECORDER

### How to Define Your Role

- Try to write down your ideas using your own words
- Remain neutral and not participate
- Try not to paraphrase or interpret
- Use key words and phrases
- Create a record of this meeting called a "group memory"
- May lag behind. Will let you know if I need you to slow down for a moment.

### How to Make Your Contract with the Group <sup>☆</sup>

If any of you feels that I have missed something important or have written down something incorrectly or if you can't read my writing, please let me know and I will correct it. This is your record.

## MANAGER/CHAIRPERSON

### How the Facilitator Clarifies the Role of the Manager or Chairperson

- You have asked me to run this meeting
- You have agreed to participate as a group member
- You will be clear about constraints and fight for your own ideas
- We will operate by consensus: everyone has to be able to live with a decision, including you (manager/chairperson)
- If we can't reach consensus, I will turn the meeting over to you (manager/chairperson).

☆ These are suggestions: use your own words.



# HANDOUT #2

## Facilitator Rationale

Basic Rationale for Facilitation, Standard Phrases Exercise

1. You can't see inside, from inside!
2. Devil's Advocate.
3. He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper. (Edmund Burke, 1729-1797)
4. It's easier to lie to those you don't like.
5. See no evil, hear no evil, speak no evil.
6. I don't have an opinion.
7. You probably confused what you heard me say with what you thought I meant.
8. No worthwhile communication can take place until you gain the complete attention of your audience, and at the moment you lose that attention, effective communication stops. (Nido R. Qubein, Contemporary Communications Expert)
9. You can't push a river.
10. Trust the process.
11. Ashby's Law: The most flexible of sub-systems will eventually dominate the entire system. (W.L. Ashby, British Leadership Researcher - paraphrased)
12. If you don't know where you're going, any road will get you there. (Cheshire Cat)
13. Go slow to go fast.
14. When a stupid man is doing something he's ashamed of, he always declares that it is his duty. (George Bernard Shaw)
15. Fix the problem, not the blame.
16. Efficient: doing things right; effective: doing the right things. (Peter Drucker, Management Expert)
17. All the world over, I will back the masses against the classes. (E.W. Gladstone, 1809-1898)
18. It is much easier to be critical than to be correct. (Benjamin Disraeli, 1804-1881)
19. Chiefly, the mould of a man's fortune is in his own hands. (Francis Bacon, 1561-1626)

20. Better to be quarreling than lonesome. (Irish Proverb)
21. Truth has no special time of it's own. Its hour is now - always. (Albert Schweitzer, Humanitarian)
22. The man who has no imagination has no wings. (Muhammad Ali, Athlete)
23. The most important things in life aren't things.
24. A wagging tongue bites itself. (Chretien de Troyes)
25. The test of fairness is how fair you are to those who are not. (Malcolm S. Forbes, Publisher)
26. Freedom rings where opinions clash. (Adlai Stevenson, Statesman)
27. Never claim as a right what you can ask as a favor. (J.C. Collins)
28. Live your life so that you don't have to hide your diary. (Robert Orben)
29. Who gossips to you will gossip of you. (Turkish Proverb)
30. Anger is a bad counselor. (French Proverb)
31. A good listener is not only popular everywhere, but after a while he knows something. (Wilson Mizner)
32. Most of us could move mountains if only we could get someone to move the foothills out of the way. (Bob Talbert)
33. More good things are lost by indifference than ever were lost by active hostility. (Robert G. Menzies)
34. Those who profess to favor freedom and yet deprecate agitation are men who want rain without thunder and lightning. (Frederick Douglas)
35. Compromise is simply changing the question to fit the answer. (Merritt Malloy)
36. A ship in harbor is safe, but that is not what ships are for. (John H. Shedd)
37. People who fight fire with fire, usually end up with ashes. (Abigail Van Buren)
38. In quarreling, the truth is always lost. (Publius Syrus)
39. My chief want in life is someone who shall make me do what I can. (Ralph Waldo Emerson)
40. What the heart knows today, the head will understand tomorrow. (James Stephens)
41. People who matter are most aware that everyone else does, too. (Malcolm S. Forbes, Publisher)

# Power and the Role of the Facilitator

## Exercise 19

In the film, Merlin says to King Arthur, "You can use your power for a lot of things but you can't make your people want to do what you tell them." What do you think he means by this? He also suggests that sometimes it is better to let someone other than the senior manager or chairperson run the meeting—someone who is neutral, who won't contribute ideas or evaluate the ideas of the meeting participants—a facilitator. What do you think would be some advantages and disadvantages of having someone serve as a facilitator in your meetings?

### Role of Facilitator

#### Advantages

- EVERYONE CAN PARTICIPATE
- NO ONE PERSON CAN CONTROL THE MEETING
- MORE COLLABORATIVE

#### Disadvantages

- BOSS WOULD NEVER AGREE
- NO ONE CAN BE NEUTRAL
- NO ONE IS TRAINED AS A FACILITATOR

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Comments: This exercise allows you to explore whether the role of facilitator would work for you and your organizations. Additional responses are on page 61.

Exhibit 4

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GUIDELINES FOR EFFECTIVE FEEDBACK

By (b)(6)

"Feedback" is a way of helping another person understand the impact of his/her behavior on others. It is a communication to a person (or a group) which gives that person information about how he/she affects others. As in a guided missile system, feedback helps an individual keep his/her behavior "on target" and thus better achieve the specified goals.

Helpful feedback is an extremely useful commodity in interpersonal situations; for it is a unique method by which an individual can determine how well his/her intentions match his/her behavior and/or its effect upon other persons. This is only possible when the feedback is given in such a manner that encourages open, honest and frank discussion by the recipient, and when it contains useable and helpful data. The following are criteria for effective feedback. Helpful feedback is:

Requested

1. It is given only when requested or agreed to by the recipient.
2. It is given to meet recipient's needs, not giver needs.

Descriptive

3. It describes what the recipient did, AND
4. It describes the giver's reaction.

Specific

5. It is definitive, rather than broad or general.
6. It is objective and non-evaluative.

Useable

7. It is normally given as soon after the behavior occurs as possible
8. It concerns something the recipient can change.

Checked-out

9. It is checked out with the recipient, to assure accurate communications.
10. It is checked out with others in the group; to see if they share it.

Well-intended

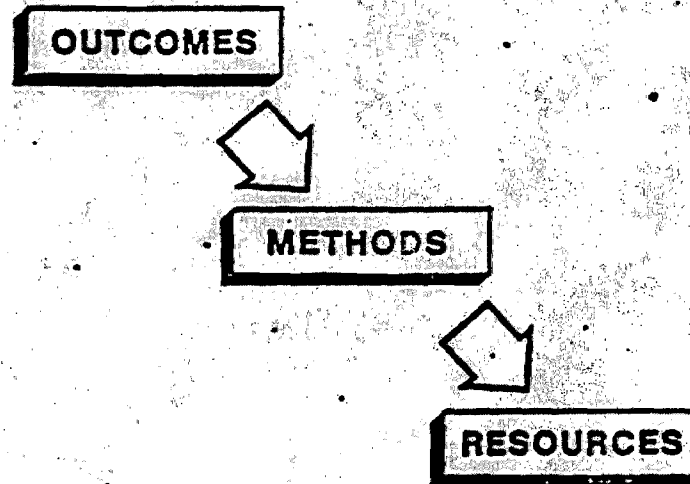
11. It is not given to punish, hurt or get even with others.
12. It is given in a caring way to help the person be more effective.

When people give feedback, two things are often assumed. The first assumption is that feedback is, by its nature, negative--that is, it usually involves undesirable behaviors, negatively-toned reactions, and desires for behavior change. In our culture, this is generally true. Most feedback is indeed negative. In fact, it is fair to say we live in an economy of plenty as regards negative feedback. There's plenty to go around.

The second common assumption is that people are most likely to change their behavior in response to negative feedback. A quick evaluation of the evidence of your own senses on this point may tell you that,

Exhibit 4

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**O-M-R Model**Exhibit 4

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That's all there is to it. Just O-M-R: Outcomes-Methods-Resources. Yet while the model is elegantly simple, it is far from simplistic. It is realistic and it works!

Note that it is an O-M-R model, and not an M-O-R, O-R-M, R-O-M or M-R-O model. It is aimed at producing the best overall results, and requires that you consider OUTCOMES first, then METHODS, and finally RESOURCES. It is crucial that planning progresses in this sequence.

Now to walk through the O-M-R model in detail.

**OUTCOMES.** The first thing you must be absolutely clear on are your desired outcomes. What is it that you want to achieve? What results are you looking for? What is the desired end state? What will people be doing and saying? What will success "look like"? Ask these and similar questions which will help you get a clear picture of what you want to accomplish. It is important that you do not limit yourself with restrictions regarding what is available. Know what you want, then work to figure out how to get it.

**METHODS.** The "how" is the next step. Once you have defined your outcomes, then you can begin to identify methods for achieving them. Brainstorming is an excellent process to use here. Assemble a few colleagues and brainstorm as many ways as you can think of to achieve the desired outcomes. Get a lot of ideas out, even if they seem wierd or wild, before you begin to evaluate them. Then get critical. Pick out the best method, and one or two acceptable alternatives. Again, don't think ahead. Don't consider resources when selecting methods.

**RESOURCES.** Once you have selected the best method and several acceptable alternatives, that is the time to consider resources. Take the method you have chosen and determine the resources required to support that method. This is the time to talk people, dollars, time, materials, etc. At first glance, it may appear that you will be unable to obtain the required resources. But if you have done your work well in the first two stages of the planning process (Outcomes, Methods), obtaining the resources may be easier than you think. Resource allocators are more prone to support well thought-out and documented requirements. If you find that you cannot obtain the resources to support your chosen method, however, change the method, not the outcome.

Now you have a plan, one that is simultaneously proactive and realistic. To implement the plan, you apply the designated RESOURCES to the chosen METHOD in order to accomplish the desired OUTCOME(S).

Once the plan is implemented it's time to evaluate. If you did a good job of planning, evaluation is easy. The first question to ask is "Did I achieve my desired outcomes?" Also ask the other questions you asked when you defined the outcomes originally. If you were sepcific when you answered them at the beginning of the planning process, all you need to do is look at the results to know if you were successful.

This strategy is simple and easy to use. When you use it regularly, you will find it to be a valuable addition to your repertoire of leadership skills.



## METHODS

Here are some points to consider about planning methods second, after outcomes.

1. What methods do we use to get from where we are now to the desired outcome(s)?

2. These are some questions to ask:

a. How should we do this project?

b. What obstacles keep us from doing the project at the prescribed level?

c. What factors encourage us in achieving the goal?

d. What are the best possible methods?

e. What are alternative methods?

f. What methods have not worked in the past? Can part of those methods be rescued?

g. If cost weren't a factor, what method could be used?

h. If quality weren't a factor, what methods would you use?

i. If quantity weren't a factor, what method would you use?

h. If time weren't a factor, what method would you use?

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DOUBLE OMR

The Double OMR Model is both diagnostic and directive. By viewing situations through a Double OMR framework, the facilitator is able to:

1. diagnose areas of dysfunction with a high degree of accuracy, and
2. direct attention to the most likely avenue to restore order.

First, a thorough understanding of the OMR Model is required (Outcomes, Methods, and Resources).

Second, it is imperative that the facilitator understand the relationship between the following:

**OUTCOMES AND OWNERSHIP** Only when the outcomes of an initiative are owned by the right individuals will action occur that accomplishes those outcomes.

**METHODS AND MAGNITUDE** Only when the magnitude of the methods to be employed are sufficiently understood, and perceived to be realistic, will action occur to implement those methods.

**RESOURCES AND RESISTANCE** Only the application of appropriate resources will overcome resistance. Resistance can only be overcome by insuring that the right people have ownership in the outcomes of the initiative, and that the magnitude of the undertaking is realistically understood and reflected in the methods to be employed.

Third, a key to understanding the Model is an understanding of the change in these relationships as the degree of ownership changes as illustrated below:

- As ownership increases, perceived magnitude and resistance decrease.
- As ownership decreases, resistance and perceived magnitude increase.

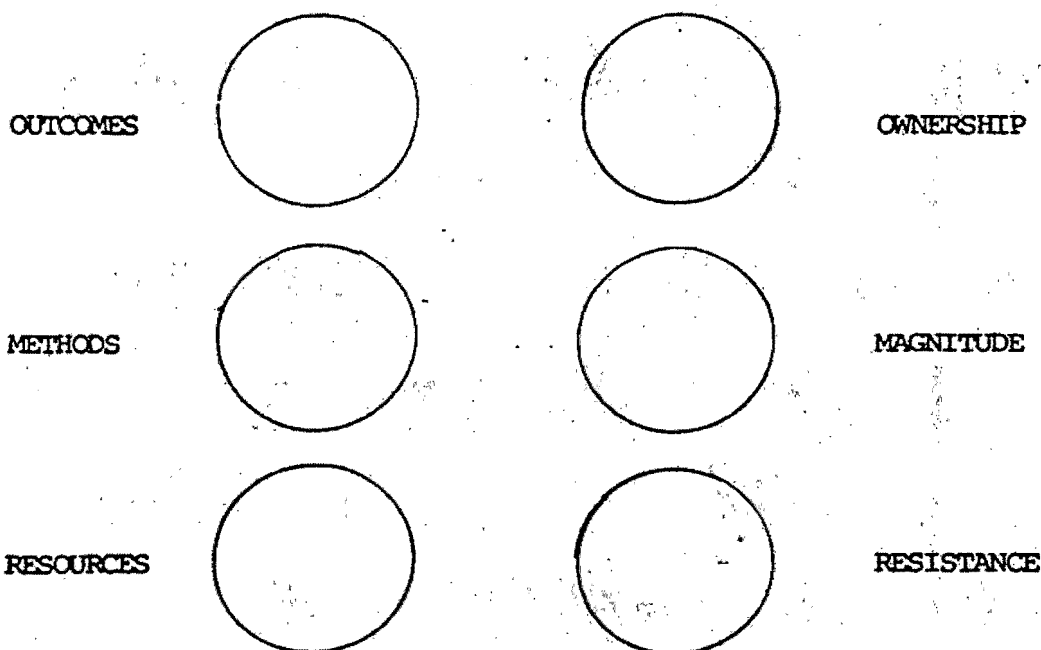
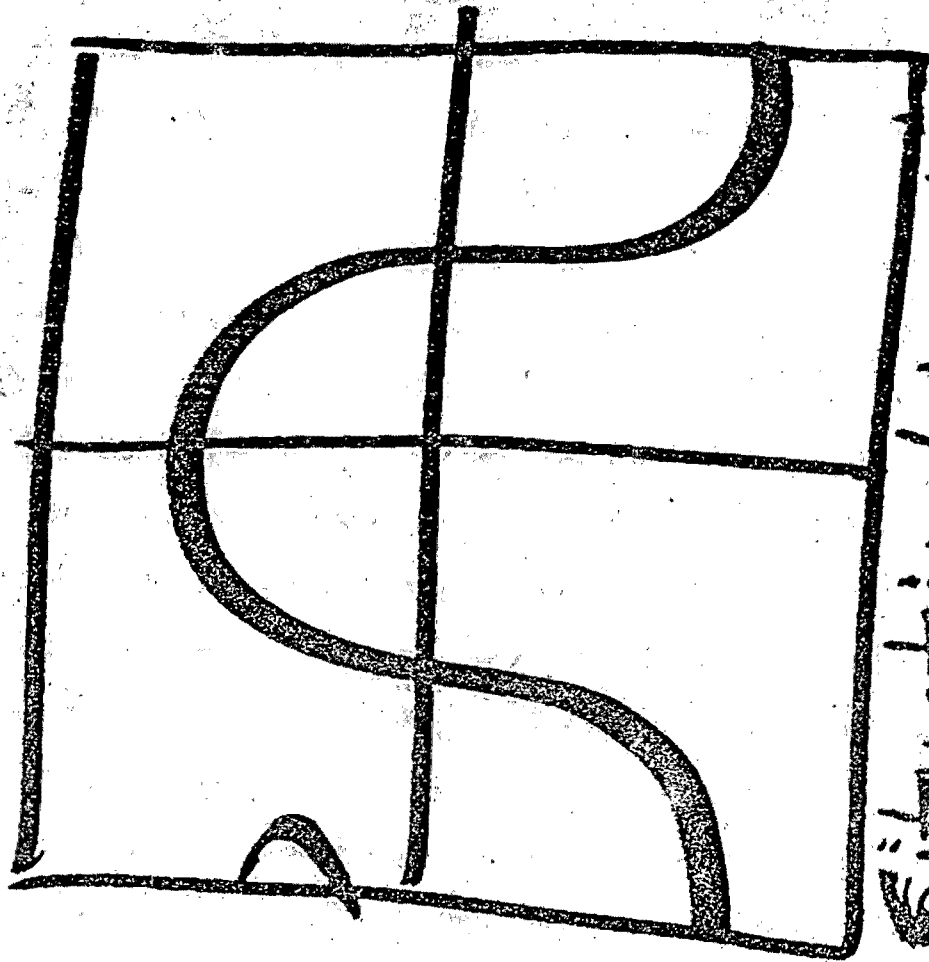


Exhibit 4

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# MODELS



Situational Leadership

(b)(6) USA MEDCOM HQ

**From:** (b)(6) USA MEDCOM WRMC  
**Sent:** Friday, June 01, 2012 12:35 PM  
**To:** (b)(6) USA MEDCOM HQ  
**Subject:** FW: Today... (UNCLASSIFIED)

Classification: UNCLASSIFIED  
 Caveats: NONE

Classification: UNCLASSIFIED  
 Caveats: NONE

FYI

(b)(6)  
 Director  
 Trust Enhancement & Sustainment Team  
 (b)(6)  
 BB: (b)(6)

Namaste

-----Original Message-----

**From:** (b)(6) USA MEDCOM WRMC  
**Sent:** Friday, June 01, 2012 10:22 AM  
**To:** (b)(6) USA MEDCOM WRMC  
**Cc:** (b)(6) CIV USA  
**Subject:** Today... (UNCLASSIFIED)

Classification: UNCLASSIFIED  
 Caveats: NONE

It feels a world lighter in the air in here...this team is actually getting along! :) Well done boss!

(b)(6)  
 Organizational Development Specialist  
 Trust Enhancement and Sustainment Task Force OTSG, MEDCOM Wk Phone: (b)(6)  
 Fax: (b)(6)  
 Army Medicine; Serving to Heal...Honored to Serve

"Be the change that you want to see in the world."  
 -Mahatma Gandhi

Classification: UNCLASSIFIED  
 Caveats: NONE

Classification: UNCLASSIFIED  
 Caveats: NONE

(b)(6) **USA MEDCOM HQ**

**From:** (b)(6) USA MEDCOM WRMC  
**Sent:** Monday, June 04, 2012 10:49 AM  
**To:** (b)(6) USA MEDCOM HQ  
**Subject:** Re: IO Statement (UNCLASSIFIED)

I did not see the request for a copy of the certificate itself. I will have that scanned as well sorry for the omission.

----- Original Message -----

**From:** (b)(6) USA MEDCOM HQ  
**Sent:** Monday, June 04, 2012 10:42 AM  
**To:** (b)(6) USA MEDCOM WRMC  
**Cc:** (b)(6) USA MEDCOM OTSG  
**Subject:** FW: IO Statement (UNCLASSIFIED)

**Classification:** UNCLASSIFIED  
**Caveats:** FOUO

(b)(6) I only asked for copies of your Ph.D. transcripts and degree certificate. Instead, you sent me copies of your undergrad transcripts and copies of course final exams. I think what I asked you to send me would only take an hour, at the most to find, scan, and email. I reviewed your changes & made comments to the interview in 30 min. Still awaiting your Ph.D. certificate of degree completion and transcripts. If you don't have those, let's discuss what you have that may meet the requirement. Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

**Office:** (b)(6)

**BB/Cell:** (b)(6)

**Fax:** (b)(6)

(b)(6)

-----Original Message-----

**From:** (b)(6) USA MEDCOM WRMC  
**Sent:** Saturday, June 02, 2012 5:06 PM  
**To:** (b)(6) USA MEDCOM OTSG  
**Cc:** (b)(6) USA MEDCOM HQ  
**Subject:** IO Statement (UNCLASSIFIED)

**Classification:** UNCLASSIFIED  
**Caveats:** NONE

**Classification:** UNCLASSIFIED  
**Caveats:** FOUO

(b)(6)

I have spent 6 hours today editing the statement provided by the

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Exhibit 4

investigating officer. It will most likely take approximately 60 minutes to scan the additional requested documents for submission. ~~I am requesting 7 hours of overtime.~~

(b)(6)

Director

Trust Enhancement & Sustainment Team

(b)(6)

BB: (b)(6)

Namaste

Classification: UNCLASSIFIED

Caveats: FOUO

Classification: UNCLASSIFIED

Caveats: NONE

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6)

USA MEDCOM HQ

**From:** (b)(6) USA MEDCOM WRMC  
**Sent:** Saturday, June 02, 2012 5:06 PM  
**To:** (b)(6) USA MEDCOM OTSG  
**Cc:** (b)(6) USA MEDCOM HQ  
**Subject:** IO Statement (UNCLASSIFIED)

Classification: UNCLASSIFIED  
Caveats: NONE

Classification: UNCLASSIFIED  
Caveats: FOUO

(b)(6)

I have spent 6 hours today editing the statement provided by the investigating officer. It will most likely take approximately 60 minutes to scan the additional requested documents for submission. I am requesting 7 hours of overtime.

(b)(6)

Director  
Trust Enhancement & Sustainment Team

(b)(6)

BB: (b)(6)

maste

Classification: UNCLASSIFIED  
Caveats: FOUO

Classification: UNCLASSIFIED  
Caveats: NONE

Exhibit 6

(b)(6) USA MEDCOM HQ

From: (b)(6) USA MEDCOM WRMC  
 Sent: Thursday, May 31, 2012 8:55 PM  
 To: (b)(6) USA MEDCOM HQ  
 Subject: Re: IO Investigation (UNCLASSIFIED)

(b)(6)

I will dig the documents out of storage and send them. I am curious as to then need for transcripts however as I do not see a connection between what you said was the nature of the investigation "the climate of TESTF" and your request for my transcripts. Could you please connect the dots for me.

As for your second request, we must put this team back together. While I have repeatedly stated that I understood we were not to discuss the investigation, we must, to move forward, discuss the impact on the team, how to heal the resultant hurts and develop how we shall move forward. I believe we we made very good progress to that end today--our first day all back together.

----- Original Message -----

From: (b)(6) USA MEDCOM HQ  
 Sent: Thursday, May 31, 2012 06:26 PM  
 To: (b)(6) USA MEDCOM WRMC  
 Subject: IO Investigation (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: FOUO

(b)(6) I need the following documents from you:

1. Your Ph.D degree and transcripts from that program 2. A copy of any negative counseling statements that support (b)(6) termination I am finalizing your written statement now but awaiting these documents. I am asking you to reinforce to your entire team, my direction that they are not to discuss anything about the investigation until it is complete.

Thanks, (b)(6)

(b)(6)

U.S. Army Medical Command  
 Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED

Caveats: FOUO



# Section V

## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

16 MAY 1530 HRS (CDT)

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the TES-TF?

A: About one year; since April 2011

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm a GS-11 OD Specialist.

Q: Can you tell me about the journal writing experience?

A: Yes, we were asked to write a journal and it was designed for a specific reason. The directions were to limit it to what you learned, what you learned about yourself and what you learned about the team. The main function of the journal was to identify whether or not you knew how to describe the "Truth Model" in your own life and your own world. We had to use the "Truth Model." That was the Director and Training Director's way to determine whether you knew the "Truth Model" and knew how to run it backwards and forwards.

Q: So what did you think about that experience and how did you like it and what kind of information did you put in your journal?

A: I'm a journal junkie so I loved it. I put things in there that I didn't consider personal. I considered it self-development journaling which is related to the work we're doing. I'm sure everyone else draws different lines on that. I could've published what I wrote in the New York Times and would've been fine. I my understanding was that it was confidential and I didn't have any expectations that it would be shared with anyone other than (b)(6) and (b)(6)

Q: Did you have any concerns about (b)(6) reading the journals? Did you feel like he had the appropriate authorization/credentials to do so?

A: Absolutely, because he demonstrates superior skills, with honesty, transparency and accountability. He is able to succinctly ask me questions and then help me understand what he sees. He doesn't assume things; he asks questions about it.

Q: Do you have any experiences or examples where anything written in anyone's journal was discussed in an open forum?

A: I don't recall anything like that. That would've been a breach of confidentiality.

Exhibit ✓ Initials of Person Making Statement (b)(6) Page 1 of 9

## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

Q: Did you ever experience a situation where (b)(6) read from someone's journal?

A: No, I can't imagine it.

Q: Do you know if any of the information from the journals was used to evaluate employees as part of their annual appraisals?

A: Well, here's the only thing I can say. The journals were used to identify whether or not you understood the truth model. The truth model has several pieces to it (event, interpretation, etc) It's the mind mapping. I know that (b)(6) has copyrighted that model but it's a very similar model to others that I've used before. So, since (knowing/modeling the Truth Model) it's a significant factor of being able to facilitate the training, (journaling) would be used to determine whether or not you were demonstrating an ability to understand the truth model and to be able to train and facilitate the truth model. I can see where it would be possible because for myself, there finally came a point in time where they commented in my journal, "OK you've got it, you don't have to do that (Truth Model journaling) anymore." To me the journals are part of training.

Q: Have you done OD work before?

A: I have done life skills coaching for interpersonal growth and development. At one point, I was studying to be a counselor and journaling is used a lot in those kinds of behavioral areas.

Q: Isn't the work environment different than the school environment?

A: I didn't consider it (training) any different. This is considered the same as student and trainer in the coursework I was doing. This is the same environment; student and trainer.

Q: You were asked to do intrapersonal discussions in your journals, talking what you learned about yourself isn't that very personal in nature. I would consider that very personal in nature; do you agree?

A: If I observed you doing something that goes against what I think is appropriate. If I bring that to your attention and you have a self-reflection moment and you share your self-reflection and then, I understand you better and you and I understand each other. That's what people do in normal conversation. If you don't share with me what's going on inside your head, then we don't ever develop that level of understanding. Real conversations between people involves being transparent. No one ever asked me to put in anything that I would feel inappropriate and I would question why anyone would put anything different; it was a training tool. That journal is between me, (b)(6) and (b)(6) and I don't talk about other people's (journal information). I don't have those kinds of conversations.

Q: You know that (b)(6) was never a supervisor; did he ever act in that behalf?

A: He always said, "I'm not your supervisor and I don't have supervisory responsibilities; I'm the training director." He made that clear on a number of occasions.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No, he stated, publicly, that he didn't have that authority.

Exhibit ✓ Initials of Person Making Statement (b)(6) Page 2 of 91

## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

Q: Did you ever hear him threaten to talk to (b)(6) about firing someone?

A: No, he's told me of the parameters that he believes I need to have in terms of facilitating and if I fall short of those, there was no question, in my mind, I needed to meet the performance standards or he'd make recommendations that I wasn't ready. There have been times that he's said that and I agreed with him. When he told me that, he gave me very specific guidance on what the performance standards were and what I needed to do to meet them.

Q: Did you ever hear become belligerent, harsh or inappropriate with anyone?

A: No, (b)(6) personality style is short and to the point and doesn't have any flowery appendages to it. He's the same for everybody; that's his style. I'd call it abrupt and to the point. As I've experienced with every job I've been in everyone has an opportunity to get irritated and upset and may speak out of that. When I've heard that, and it was rare, there was always an apology that followed it.

Q: Would it bother you if you ever heard (b)(6) make inappropriate comments or inappropriate sexual innuendos, like things being "limp" and "house of pleasures"? Have you ever heard that?

A: I come from a large family and use that kind of humor myself. I have never known (b)(6) to be inappropriate or insensitive to anyone's feelings. I don't recall being in a situation like that.

Q: Tell me your thoughts about feedback. Do you think there's positive and negative feedback?

A: It is things you're doing right and things you can improve upon. However, the feedback I need most is about the things I can improve upon because those are the things I can't see and I can't hear them. In fact, many times, it was startling that I wasn't aware of it at all. That's the kind of feedback that (b)(6) often gave. He has a skill set that is pretty amazing; he notices things that I had no awareness, at all, that I was doing. As soon as he said them, I started paying attention and realized that I was doing them. This is not a field for wimps.

Q: How is (b)(6) as far as a facilitator, himself?

A: I've only done a small and limited amount of facilitation with (b)(6). He does a fair amount of facilitation but I haven't always been there when he facilitated. In FT Drum, I was in one or two supervisory meetings where he was facilitating and I thought he was very effective. He has a lot of experience that he can bring to facilitating.

Q: What about (b)(6) is he a supervisor?

A: I understand he's an acting supervisor when (b)(6) and (b)(6) are out. I think he is the rater of the Management Analysts. The management analysts do get their guidance and direction from (b)(6) (b)(6)

Exhibit ✓ Initials of Person Making Statement

(b)(6)

Page 3 of 9

## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6)

Grade: GS-11 Organization Dev Spec

Organization: TES-TF, JBLM

Q: Did you ever hear anyone talk about (b)(6) eventually becoming (b)(6) deputy?

A: No, but I just came of co-facilitating with (b)(6) and I watched him grow and develop as a superior facilitator. He's extraordinarily effective. He's able to ask open-ended questions of large groups and involve them in a conversation and get them to open up to an idea that they were resistant to in the beginning. He does it in a way that is very engaging. He gave me the very best feedback I've ever received.

Q: Do you believe there is an A-Team and B-Team or that perception within the TES-TF?

A: I don't know where that came from and, frankly, I find that interesting. I have always operated out "what do I want and what do I need to get there". If I was feeling that I was not being considered, I would go directly to the horse and tell them what I was noticing and I would be asking questions (if I was feeling like I was not being considered). I've heard someone refer to me, to my face, as being on A-Team. I just looked at them like they were crazy because I thought it was a ridiculous thought process.

**EMAIL STATEMENTS SENT TO ME AFTER ORIGINAL STATEMENT:**

**Clarification provided by email:** There were/are team members who demonstrated ability to model the Fundamentals, Tenets and Behaviors of trust as developed and delineated by the TES Task Force and those who did/do not. I observed that a few team members had difficulty with at least two trust components: *Interpersonal Competency and Accountability*.

**Interpersonal Competency:** There are 4 characteristics taught by TES Task Force:

- a. *Self - Awareness:* The ability to know oneself and engage in relationships with others.
- b. *Communication* - effectiveness and excellence in all forms of communication
- c. *Accountability* - ability to effectively communicate multi-directionally in a respectful and appropriate manner and to be accountable for keeping open lines of communication at all levels with all personnel. (I.e. up, down, across - supervisors, subordinates and peers)
- d. *Differences* - ability/accountability to communicate and handle conflicts in a way that builds relationships and elevates the level of trust.

**Accountability:** There are 2 characteristics taught by TES Task Force

- a. Responsibility, honesty and answerable to Self and others
- b. Holding oneself and others accountable for Behavior as well as Performance

TES Task Force team members facilitate the training and adoption of the trust components as developed and presented in our materials. Therefore, it is imperative that TES Task Force trainers/facilitators 'model' the trust components and behaviors they are presenting.

Note: Behavior is a key piece in building a Culture of Trust. If you are not Self Aware or not able/willing to reach a level of Self Awareness...it is difficult to support an understanding of the behavior that is impacting the relationship. I observed several team members struggling with this.

Q: Do you think that some people feel like they are not as much a valued member of the team?

A: I've been in the workforce for a long time and I've worked with people who create things like that around them. I have a suspicion that it's perceived and then, made real. There is no such thing as an A-Team or a B-Team. It's just, "what are your skills?" You are either in a training role to develop other

Exhibit ☒

Initials of Person Making Statement

(b)(6)

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## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

ones or you've received a stamp of approval for some skill sets and you need to go out and work on the others.

Q: Is there adequate training for those who aren't up to those standards; is there adequate training for those folks?

A: I don't know. I know what the training schedule has been for us individually and we've all received the same training. People who are falling short in different skill sets, I don't know if they're getting extra training or not and I don't know if they requested it. I have requested extra training and I was given sessions with (b)(6) (rapport building/partnering) and additional resources to review. I asked for training in how to ask questions and getting larger groups facilitated to learning. I received a list of resources to read (books geared towards developing that skill set).

**Additional Clarification received by email:** There are two types of training utilized by the TES Task Force – formal and informal. Formal is scheduled and for the whole group. Informal is ongoing and done in a variety of formats such as on-site observation/participation, daily interactions with each other, feedback (daily and in presentations), meetings and small group practice sessions. Everyday participation of your job at TES Task Force can be considered a training opportunity...because it is. Therefore, training is happening all the time. My observation is that not everyone fully understood/understands this even though (b)(6) and (b)(6) have explained it on a number of occasions. Much of my growth as a facilitator has come from the informal feedback and discussions I have had during my daily interactions.

Q: Is there any training provided for your teammates whose skills are way behind the rest of the team?

A: There has been; people have been doing that. There's been a lot of that going on. Individuals are taking it upon themselves to do whatever training they need to do and they have been enlisting the help of others to help them. I don't know of any cases where anyone requested training and was turned down. Part of my Individual Development Plan, I want to get more skills in coaching and take an additional course. I have some online leader development courses on my IDP.

Q: Did you ever hear (b)(6) threaten to fire anyone, become belligerent and/or make any inappropriate sexual jokes, comments, or innuendos?

A: No.

Q: Did you experience (b)(6) Timeline Therapy? Is so, can you tell me a little about it; how it was conducted and how you think it went?

A: I think it was conducted at MAMC. I have participated in Timeline Therapy before and it wasn't new to me at all. I thought it was conducted professionally and my understanding was that people were allowed to go or not to go. It was completely voluntary and presented as another tool, if you wanted to participate. I thought it was educational and was as effective as any other one I ever participated in.

Exhibit ✓ Initials of Person Making Statement (b)(6) Page 5 of 9

## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

Q: Was it helpful for you?

A: Marginally. It was a good reminder of how the brain works, for me. I have done it (Timeline Therapy) before. The individual session with (b)(6) was more helpful and was done off duty hours.

Q: Did you think (b)(6) had the credentials to do this Timeline Therapy? Did you ask her what credentials she had to do Timeline Therapy?

A: I didn't ask her what credentials she had. I have a high trust relationship with her.

Q: Can you tell me about the Acceptance/Rejection ritual or experience? What is the purpose of this exercise?

A: I think it has been done twice. I don't know how to describe it or what we call it. We just go around the room and tell everyone whether we accept or reject them as a part of the team. I think the purpose would be to bring to a conscious awareness whatever maybe under the water (of the organizational culture) anything that may impact team performance.

Q: Do you remember approximately how many people were not accepted?

A: No, because it wasn't a team decision. I accepted everyone, I think, because I started everybody with a fresh slate. I reset everyone when I reset me. I don't recall who didn't accept who. I don't recall anyone not being accepted by the whole group.

Q: Do you remember (b)(6) not accepting (b)(6)?

A: I don't remember. There had been long standing issues with between the two of them that had not been resolved.

Q: Did you ever hear anyone at the TES-TF discuss PTSD?

A: The only thing I recall is something that I recall because I brought out myself. I was observing at facilitation at FT Riley in July and one of the participants leaned over and shared with me that we (our team) were inadvertently standing in front of a door and he told me that we shouldn't do that since they have Soldiers that are suffering from PTSD and they need to have a clear opening for exit. I shared that with the rest of our group. Then (b)(6) got up and spoke a little about that. She later provided a training to be more sensitive to people with PTSD. I don't recall if she talked about requesting security when training WTU personnel.

Q: Do you remember hearing anyone saying that PTSD was a choice?

A: No, I don't. I can't imagine anybody being callous enough to say that.

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## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

Q: Do you know what (b)(6) Doctor of Philosophy degree is in or do you know anything about her dissertation?

A: I think it's in "Trust and Organizational Development." I've read her dissertation. She has a copy of it in her office and I've used it. It has the truth model, the group development cycle, and the trust scale in it.

Q: Can you tell me a little about this request for team members to wear specific colors of clothing during training events?

A: The Army Medicine colors are gray, white, and maroon. So, it was thought, "Wouldn't it be nice for everyone to be dressed in similar colors; that it would be sharper." However, it was stated that we don't want anyone going out to buy new clothing.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: I don't have any awareness of that.

Q: Do you know whether the leadership disallowed a Veteran's Preference consideration for newly hired members of the TES-TF? Do you know whether (b)(6) discussed a preference to get around hiring a Veteran to hire a seemingly more qualified candidate?

A: No, I don't have any awareness of that.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: I think some of those could be improved upon. This is a start-up initiative and so, this constantly (structure, training, objectives, goals, etc) has to be reevaluated. We are in the process of trying to standardize our processes. We just started doing the training in July. We are stretched a little thin and this is normal for any new organization. I would like to see some more training on some aspects. I will do what I can do to suggest some of that. We had the Covey, Spectrum, and NLP training.

Q: Do you believe the working environment at the TES-TF is toxic and/or intimidating?

A: No.

Q: Do you think the working environment may have had an impact on some folks leaving and/or some folks searching for new employment?

A: I think that OD is a very difficult field and I think that some people didn't understand the difference between training and OD; they are two very different things. I think people were coming in thinking that they were going to be trainers and they didn't understand OD and all that it involved and all of the skill sets that were needed for that. That awareness was what made some people leave. That's big, really

Exhibit ✓ Initials of Person Making Statement (b)(6) Page 1 of 9



## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

big as a difference. There may be a way to restate the Positions (PDs) or in the interview process circumvent misunderstandings by more clearly defining the difference between training and OD.

Q: Why do you think (b)(6) left?

A: He did not feel competent or skillful in languaging or the human training that we were doing. He felt completely out of his league and he didn't feel like doing the work. My memory of him is that he got along with everyone.

Q: Why do you think (b)(6) left?

A: I'd be making it up. I don't know exactly; I wasn't there when she left. I know that she had difficulty from the time she started. She grew tremendously in the time that she was here. In the early days, she had a harder time hearing other people, especially when it had to do with to her behavior. She grew tremendously in that ability. My interpretation was that in the early days she saw things externally and she developed into having an ability to do both externally and internally.

Q: Do you feel that (b)(6) had skills to offer the organization?

A: Yes

Q: Do you think she left because of behavior or performance?

A: I don't know; I think it was a combination. The issue with OD is that you have to be accountable to both and therefore, you have to role model both; they are both wed. With OD, I don't think you can separate behavior and performance.

Q: Do you know why (b)(6) left?

A: This is completely my opinion. I think it was a trainer/OD thing. I heard her say that she felt really comfortable in what she was doing before and this was more than she wanted to take on as far as doing a lot of changing and she didn't want to do it.

Q: Do you know why (b)(6) left and do you think she'll return?

A: She has some long standing issues with a couple of people and I don't know what they are. I think (b)(6) was one of the people she was having issues with; that's the only one I know about. I was involved in one meeting where (b)(6) was facilitating (between (b)(6) and (b)(6) in open group. My memory of observing that (my opinion) is that (b)(6) has blind spots where she's not seeing how she's getting in her own way and not hearing things. When that happens, you get defensive. I observed that she had some defensive behavior at that time. Because of that, they stopped at that point because they had received some movement but not complete resolution.

Q: Do you know if there are folks in the TF who are not fully engaged, don't have enough work or didn't have enough work to do at one time?

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## SWORN STATEMENT

Date: 16 May 2012 Time: 1530 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organization Dev Spec Organization: TES-TF, JBLM

A: I don't know that to be true; it's possible. It's a feast or famine kind of thing. Its part of your responsibility to provide value so when you have down time there's work to do. I always have plenty to do but I create some of that "plenty to do."

Q: Do you know of anyone you think I should interview to either corroborate your statements and/or provide additional information regarding this investigation?

A: You may want to interview people who've had our facilitation. (b)(6) just recently facilitated at FT Riley to assist (b)(6) regarding a crisis because of a new hospital build project. Also, we've been involved in a team-building exercise at FT Hood with (b)(6)

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 9. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit ✓

Initials of Person Making Statement

(b)(6)

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# Section W

Date: 17 May 2012 Time: 1330 HRS (CDT)

Name: (b)(6) Grade: HQE Organization: Human Systems Transformation Dir

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the HST Directorate?

A: Since March 2011.

Q: What is your position/job title?

A: My job title is Special Assistant to TSG.

Q: When you go out with the TF, do you teach Customer Service?

A: I facilitate and consult, depending on the needs of the organization. I'll meet with leaders and staff. If they have an operational challenge, we'll do specialized training or brainstorm for solutions. It depends on the needs of the organization and the customer service challenges; we'll develop solutions for those needs.

Q: Did you go to FT Riley to do that training alone or did others from the TES-TF go with you.

A: On that particular instance, I had four members of the TF with me to help facilitate Customer Service training. Also, I've cross-trained all of the OD Specialists at the TES-TF in Back to the Basics/Customer Service. At FT Riley, I led the facilitation and the four OD Specialists helped support it because we had 1230 staff members that we had to train.

Q: You said you've been to the TES-TF at JBLM three times; what did you go there for?

A: The last time was to showcase and beta test the final version of Back to the Basics training. We updated it several times. I went there to discuss my piece with them and get feedback.

Q: I'm not sure how much interaction you have had with the TES-TF; can you talk to that?

A: When we're at a particular Command together, we work in partnership with one another for the needs of that Command. We compare and coordinate schedules. Because of the geographic distances, we use a lot of email and communications.

Q: Do you have any opinion about the command climate or work environment at the TES-TF?

A: I have never seen anything that I would call inappropriate or negative. My impression, as an occasional visitor, is that it's very congenial. I haven't experienced anything that I would call aberrant or unusual. It's always been generally very positive.

Exhibit W Initials of Person Making Statement

(b)(6)

Page 1 of 5

Date: 17 May 2012 Time: 1330 HRS (CDT)

Name: (b)(6) Grade: HQE Organization: Human Systems Transformation Dir

Q: Do you know anything about the journal writing requirement for the TES-TF members?

A: We were at FT Riley in the fall of last year and after a day we had a feedback session with the team. I seemed to hear people make reference to it but can't recall anything being either good or bad about it.

Q: Did (b)(6) or (b)(6) ever mention anything to you about the journal writing?

A: No.

Q: Did you have a lot of interaction with (b)(6)?

A: Yes, a fair amount. We co-facilitated a session at FT Riley last fall. We've had dinner together a few times and we've talked.

Q: What is your opinion of (b)(6)?

A: He's knowledgeable in the field of Organizational Development. I'm not particularly close with him but he's not ever given me any reason to have concern or I've not ever seen him behave inappropriately.

Q: Did you ever hear (b)(6) become belligerent with anyone, make inappropriate sexual comments/jokes, or threaten to fire anyone?

A: No.

Q: Do you know (b)(6) and what position he has?

A: Yes, I know him. He coordinates statistics and has a lead role in the organization in terms of facilitating. I know him as well as (b)(6). He's a good facilitator; he's really good with a large audience. I've sat through a number of his facilitations when we were at FT Riley and I think he did a particularly good job, I thought. I've had lunch and dinner with him a few times.

Q: Did you ever hear anyone make a comment about (b)(6) being or becoming the TES-TF Deputy?

A: No.

Q: So, did you think or hear anyone talk about the perception of an A-Team/B-Team within the TES-TF?

A: That was my sense. There were those on the team that seemed to be more outgoing and engaged and others less so. I perceived it from that standpoint but I never heard that specifically said.

Q: Did you ever hear anyone on the TES-TF talk about PTSD?

A: No.

Exhibit W Initials of Person Making Statement (b)(6) Page 2 of 5

Date: 17 May 2012 Time: 1330 HRS (CDT)

Name: (b)(6) Grade: HQE Organization: Human Systems Transformation Dir

Q: Were you ever involved in or heard about the TES-TF conducting Timeline Therapy?

A: No.

Q: Did you ever hear anything about the "Team Acceptance" ritual/experience.

A: No

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: No, I don't know anything about that.

Q: Do you know (b)(6) at all?

A: I do, in a sense that we've worked professionally together. I think the first time I met her was a year ago in August. She facilitated a session at FT Detrick and we talk at least once a month and exchange emails. It has more to do with coordinating calendars and activities. The relationship is on a professional basis.

Q: Did you know or hear anything about the TES-TF personnel being required or requested to wear specific colors, the Army Medicine Colors, while out training.

A: No.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No. I can tell you that I was asked to sit on an interview panel during the hiring process. As far as the hiring decisions, I wasn't involved in those at all.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: I think that the premise of what they do is important; helping organizations function at a higher level and recognizing those behaviors that are counter-productive and the parts of the culture that are counter-productive. I know that is very difficult work because it requires engaging people on a level that is uncomfortable by nature. As far as the organization of the team is concerned, as a new team it probably could be better organized. But, given where they started, with virtually nothing, and where they are now, I think they've done OK but, yes, I think they could do better. My sense is that they've really started from scratch.

Exhibit W Initials of Person Making Statement

(b)(6)

Page 3 of 5

Date: 17 May 2012 Time: 1330 HRS (CDT)

Name: (b)(6) Grade: HQE Organization: Human Systems Transformation Dir

Q: Do you think they have the right amount of training for their employees?

A: The ones that have really risen to the occasion are functioning at a very high level. But, those that aren't to that level surely would benefit from additional training.

Q: You never saw or heard anything that would indicate to you that there was a toxic and/or intimidating working environment at the TES-TF?

A: No.

Q: Can you tell me why (b)(6) (b)(6) (b)(6) and (b)(6) left or can you comment on their performance?

A: I know them but I don't remember any of them being star performers.

Q: Do you know of anyone you think I should interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: Maybe the Commands that the TES-TF has interfaced with and where they've conducted training.

Q: Were you involved in the FT Drum Training at the WTU?

A: I was but my role was working with the Dental Command and they were working with the MEDDAC. I had some incidental contact with them. I understand that, initially, it wasn't as positive as it could be and they engaged at FT Drum and I wasn't part of that return visit.

Q: Was that at the WTU Command at FT Drum?

A: I remember hearing that the WTU Commander, she was not happy that she was asked to participate in the TF training. I did hear that.

Q: Did you hear any TES-TF leadership making a comment about the WTU Commander, possibly as a result of her negative response?

A: No.

Q: Do you remember a comment about the WTU Commander being married to a General Officer?

A: Somebody who was there with me, a Colonel who was assisting there, was a classmate of the WTU Commander. Separately and apart from the training, he had a discussion with the WTU Commander because they had gone to West Point together but I didn't hear anything about her husband being a GO?

Exhibit W Initials of Person Making Statement (b)(6) Page 4 of 5

Date: 17 May 2012 Time: 1330 HRS (CDT)

Name: (b)(6) Grade: HQE Organization: Human Systems Transformation Dir

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone else. Do you understand?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

✓ (Signature of Person Making Statement)

Exhibit

W

Initials of Person Making Statement

(b)(6)

Page

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# Section XYZ

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the HST Directorate?

A: Since October 2010, but we were Human Capital at that time,

Q: Can you tell me a little about what work you do there and about the work climate/environment?

A: I'm the Administrative Specialist but I do a little of everything to include OD training.

Q: I'm not sure how much time you've spent with the TES-TF?

A: I spend very little time with the TES-TF. I was out there once and that was November 2011, that was the first time I met the TES-TF.

Q: Based on the little time that you've spent with the TES-TF employees, how would you describe the TES-TF climate and environment?

A: When I was at FT Lewis, we were in training together. I would describe the climate as cold. I can't say everyone. I was there to attend a Culture of Trust certification with Covey. I found it a little interesting that being there to gain the certification, with the other ODs that would go out on the road and train that piece, I thought there was very little trust. My conversation with one particular person, mostly on the phone, I find her to not be pleasant, not approachable and so, I'm quite distant from her. She's an Administrative person and she's very cold. Some describe her as being direct but I find her not to be direct, but, rude, and some thinks she has all the answers, and she doesn't. She crosses the line even with people here at OTSG/MEDCOM and tries to tell people how to do their job. I don't connect with her.

Q: Can you tell me about the training that you attended with the TES-TF?

A: I attended the Covey Speed of Trust certification for about four days. And, yes I've had some interaction with (b)(6) but not much. . She was here, as one of the facilitators for the IMPAC 3 course. It was for two days a month for five months, she wasn't here the last two sessions. I was a student in that course. We just completed that course. In November I went to certification training for Spectrum Temperament Development. I co-facilitate the Spectrum Workshops here at OTSG.

Q: Anyone else in the TES-TF you've spent time with?

A: I have some email conversations with (b)(6) periodically.

Exhibit (b)(6) X43 Initials of Person Making Statement

(b)(6)

Page 1 of 6

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

Q: When you were at the TES-TF for the Covey training, was there anything you noticed about the environment there?

A: It just seemed to be an environment with a lack of trusts. I got the feeling that people were not comfortable with each other. I didn't get a sense of a "TEAM". It's not a team that I'd want to be a part of, as far as working there on a daily basis. I definitely didn't feel that they trust each other. I went out to lunch with a few of the ladies and the conversation was about how there was favorite children and they thought it was coming from (b)(6) I tried to encourage them that they could talk to (b)(6) (b)(6) about their concern that (b)(6) had her favorites.

Q: So, would you say that there was an A-Team/B-Team within the TES-TF?

A: Exactly, I would describe it exactly like that. From the information that was shared with me, it seemed as if that (b)(6) had favorites a group. They were really in fear of losing their jobs. I didn't know that they were all Term employees. There was something about not being in touch with their interpersonal skills, per (b)(6) They thought it was coming from (b)(6) (b)(6) was scheduled to go there the following week, to do the evaluations. They were in fear of approaching him as well because they knew that she would be in the office with while he was conducting the evaluations. I never connected with anyone else after that. I believe it was (b)(6) and I think it was (b)(6) (b)(6) In the training, every day, you could hear some chatter, mumble; there was always a comment like, "good luck with that," or "we can't do that" and it was always directed towards (b)(6)

Q: How about (b)(6) was anything directed towards (b)(6)?

A: What I remember being directed towards (b)(6) was him not liking women and him being chauvinistic.

Q: Did you ever hear (b)(6) become belligerent with anyone, make inappropriate sexual comments/jokes, or threaten to fire anyone?

A: No, I never heard that. I don't remember him being in the training. I only met (b)(6) on the last day when we went back to the office, and I didn't spend any time with him.

Q: Did you ever hear any comments about PTSD?

A: No, I don't recall that.

Q: Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: She informed us during the Impact3 course that she has a PhD. I don't know if she has one or not. There's some rumor that she doesn't really have a PhD. When we were in a class, she spoke a lot about her doctorate and her credentials. She talked a lot about her business that she had before she went

Exhibit X43 Initials of Person Making Statement (b)(6) Page 2 of 6

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

back into the government. I've been taken aback by it. If it's true, that she doesn't have a PhD, how unfortunate because she teaches the trust piece of the IMPACT3 course. If she fabricated her credentials, that's bad! If it's true, then she should be terminated. In fact the federal law states that if you falsify your resume/application, that's grounds for immediate dismissal, not to mention prosecution, it's a felony. During the IMPACT3 course people share (The big share) a lot of personal information about themselves. Again, if it's true, and turns out that she doesn't have a PhD, it will be very disappointing and discouraging, because we trusted her enough to share who we are with her, yet she stood before us and lied about who she is.

Q: Do you know if anyone has done anything to research to see if (b)(6) does have a PhD?

A: No, I don't know anything about that. I heard that some internet searches/investigations had been done about her university.

Q: Based on her introducing herself as a PhD, do you remember what her Doctorate was in?

A: I don't remember her saying what her Doctorate was in or what she did her thesis on. She might have told us, but I don't remember. I don't connect with (b)(6) I was present in the IMPACT III course, but I definitely wasn't connecting with her. I'm a very intuitive person, and I have to have that connection, and if I don't have it I just don't have it and I'm okay with that. I know she referenced her doctorate when she was talking to the class. Also, she has her own model of trust; she taught her model of trust to the IMPACT T3.

Q: What is your evaluation or feedback of (b)(6) performance or facilitation at the IMPACT 3?

A: I think she did well, her delivery and the information she provided... I wouldn't say that she did great. I was a student in the course, I didn't have any comparison. I think she met the mark for whatever she was tasked to do for the IMPACT III course. (b)(6) appears to be impressed with her.

Q: Did you ever hear anything about the TES-TF employees being required to write journals?

A: No, I never heard that. I can't remember but I don't think so.

Q: Sounds like to me, based on your response, that if you heard that you'd remember it?

A: Yes, I would remember it.

Q: Was it your understanding that (b)(6) was a supervisor?

A: I don't know anything about that.

Exhibit xy3

Initials of Person Making Statement

(b)(6)

Page 3 of 6

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

Q: Did you ever hear anyone state that (b)(6) was going to be (b)(6) Deputy?

A: Never, I never heard anything about that but I don't hear a lot.

Q: Were you ever involved in or heard about the TES-TF conducting Timeline Therapy?

A: No, I never heard anything about that.

Q: Did you ever hear anything about the "Team Acceptance" ritual/experience.

A: No, never.

Q: Would you be surprised if you heard that type of exercise was being conducted at the TES-TF?

A: No, I wouldn't be surprised.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No, I do not.

Q: Do you know whether (b)(6) disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: I did. I heard (b)(6) say something very similar about wanting to hire Non-Veterans over Veterans. When they were here, approximately Jan-Feb 12, we were working on a concept plan and there was discussion about how the new positions would be announced and I can't remember the exact words. If I remember correctly, it seemed that the favoritism at the TES-TF seemed to be related to the different Services. The ladies I was with, (b)(6) was one of them, indicated that there was less favoritism towards Army (Army versus Navy). I know that (b)(6) didn't hear that comment because he wasn't in the room when she made it. I think someone was trying to give her some advice, I think it was HR.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: I don't know.

Q: Can you tell me why the following TES-TF members left?

Q: (b)(6)

A: No, I didn't know him.

Exhibit XYZ

Initials of Person Making Statement

(b)(6)

Page 4 of 6

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

Q: (b)(6)

A: I didn't know that (b)(6) left until last week. I did hear, in conversations, that some people were let go. I never questioned who and I didn't know. In November when I was out there, (b)(6) and I ate lunch with her and (b)(6). Clearly, there were some issues. I heard, in the last few months that some people were let go because they "just couldn't make the mark" as far as the OD went.

Q: When you were out there, did you find (b)(6) to be disruptive or to act out?

A: I liked (b)(6) and I was surprised. I don't know her but if I had to say, based on what I saw, I connected and again, I'm very intuitive and I just didn't see that, and I would not believe that about her.

Q: (b)(6)

A: No, I don't remember meeting her.

Q: (b)(6)

A: I didn't know that. I liked her but I didn't know she had been gone. I saw (b)(6) picture recently in an article and I didn't know she had been in the Army.

Q: Do you think that the TES-TF leaders create a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: Based on my interaction, that particular week, the discussions I heard, I would say that could probably be true. I don't believe that my Director's hands were involved in that. I would say that probably did occur, based on that week I was out there. I told (b)(6) that when I walked into the environment, I felt it and I felt drained by it. I think (b)(6) knew more about it, as well.

Q: I heard that you called the TES-TF the "Culture of Fear," is that true?

A: Yes, I did say that; now I remember.

Q: Were you there when (b)(6) asked to take leave because she just found out that her (b)(6) (b)(6)

A: Yes, I was there then. I understood that (b)(6) said she wasn't going to approve (b)(6) leave because she didn't want (b)(6) to miss the ante. I didn't hear (b)(6) say that. (b)(6) was extremely concerned about not being able to go (b)(6) I told her that she should go on leave and that she could use the Family Leave Act.

Exhibit K43 Initials of Person Making Statement (b)(6) Page 5 of 6

Date: 18 May 2012 Time: 1300 HRS (CDT)

Name: (b)(6) Grade: GS-08 Admin Asst Organization: Human Systems Transformation Dir

Q: Have you heard anything about how the TES-TF is doing on their external training?

A: No, I haven't heard anything about that.

Q: Do you know of anyone you think I should interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: No, I don't know anyone else.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone else. Do you understand?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit \_\_\_\_\_ Initials of Person Making Statement

(b)(6)

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# Section 1



## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: How long have you been assigned to the Human Systems Transformation Directorate?

A: June of last year ( 2011); before that it was the Culture of Trust initiative and that was September 2010.

Q: What do you do in the Army?

A: I'm a (b)(6)

Q: Can you tell me a little about what work you do at HST Directorate?

A: I work for (b)(6) and I'm charged with developing the budget for his directorate; also , the concept plan and the expansion of his Directorate. The Human Systems Transformation Directorate has a portfolio of four different initiatives: , Back to the Basics with (b)(6) Culture of Trust under (b)(6) (b)(6) Talent Management, and Medical Error Service Recovery, which is reality new to the portfolio.

Q: Are you an OD specialist?

A: No, I'm the guy who does the operational framing for the HST Directorate. I have attended an OD course, I do a bit of the Spectrum training, and I don't have the background or expertise to be an OD specialist. I would categorize myself as a novice- extreme. My primary function is the operational and logistics piece of HSTD.

Q: Do you know or have you heard anything about the TES-TF personnel being required to submit weekly journals of their personal experiences and beliefs?

A: I've heard some folks were journaling, but I didn't think too much about it. It didn't really apply to me and I assumed it was part of (b)(6) OD training program.

Q: Did you hear about any disgruntling or anyone being uncomfortable with the journaling?

A: . I can't recall anyone complaining about journaling, at least they didn't complain to me. Frankly, I don't recall the subject of journaling as a topic of any discussion. However, I do not interact with the TES-TF very often and I have only been to JBLM a handful of times.

Exhibit 1 Initials of Person Making Statement (b)(6) Page 1 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD; OTSG

Q: Did you know whether the journaling was mandatory or voluntary?

A: No, I do not. I sat in on some OD team training and there was a brief reference to journaling helping you become a better OD or develop your beliefs, something to that effect. However, I do not if it was mandatory or voluntary requirement.

Q: Did you sit in on any conflict resolution training?

A: No.

Q: Did you ever hear a comment about knowing that some of the team members are having conflict because I read it in your journals?

A: No.

Q: Do you have any information about personal journal information being discussed in a group or open forum?

A: No.

Q: Do you know of any instances where journal information was used to evaluate TES-TF employees as part of their annual appraisal/evaluation?

A: No, I have no knowledge of that.

Q: How well do you know (b)(6)?

A: Not well

Q: Do you know what his job is there?

A: I believe he was hired as the Training Director.

Q: Did you think it was appropriate for (b)(6) to read and comment on the journals?

A: I had no knowledge as to who was reading journals, or if there was a mandatory requirement for journaling. I have no additional information about journals or (b)(6) role.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No.

Q: Did you ever hear (b)(6) become belligerent or make any inappropriate sexual jokes or comments, etc?

A: No.

Exhibit 1 Initials of Person Making Statement (b)(6) Page 2 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

Q: Is (b)(6) a supervisor?

A: No, I do not believe he is.

Q: Did you always think that or is that a recent understanding?

A: No, I knew it from the beginning, when we announced the job.

Q: Are you involved in the rating schemes of anyone at the TES-TF?

A: I rate no one?

Q: Did you know that (b)(6) rated three employees and completed their annual evaluations/appraisals?

A: No.

Q: Did you ever hear anyone state that, eventually, (b)(6) was going to be (b)(6) Deputy?

A: No, I think (b)(6) kind of fell into that role. I do not remember anyone stating that he was definitely going to be the deputy. If I heard anything, it was pure speculation. There are so many requirements/gates when creating a position; establish the position, develop the PD, approval process, announcement, competition, etc.

Q: Do you think he's in that role now?

A: I think he may believe that he functions in that role, but I don't know if he's been designated as the deputy. Again, if such a position was authorized, (b)(6) would have to compete for the position when announced.

Q: So, you're thinking he's an informal deputy since there's no deputy position now, right?

A: There is no authorization for a deputy only a Program Manager. The PM position was pulled from JBLM, and placed at OTSG by (b)(6) and filled with Barrowed Military Manpower (BMM) - I'm filling the position now. I do not view (b)(6) as the deputy director and I cannot speak to how the TES-TF folks view him.

Q: Why are (b)(6) and (b)(6) both called "Directors" when the TES-TF falls under the HSTD?

A: I believe that is a "carry over term". It is old nomenclature; prior to the formation of the Human Systems Transformation Directorate. (b)(6) is (b)(6) boss and (b)(6) is more of a division chief. Prior to (b)(6) establishing the Human System Transformation Directorate, there was discussion of the TES-TF becoming a directorate. The HSTD absorbed the TES-TF, Back to Basics, Talent Management and Medical Error Service Recovery.

Exhibit 1 Initials of Person Making Statement (b)(6) Page 3 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

Q: How many times have you been with the TES-TF?

A: Unclear what you mean by, how many times have I been with the TES-TF? I have visited JBLM and the TES-TF approximately 5-8 times.

Q: Have you ever been on the road with the TES-TF?

A: I attended a training session at Fort Riley, Kansas once to get a feel for their training.

Q: Does it appear to you that there is an A-Team/B-Team environment/perception at the TES-TF?

A: When you say A/B Team, I immediately think trained / require additional training. Those that are more trained on the information and delivery versus those that are not as comfortable with the material. Training criteria, requirements, and member selection as to who travels is solely a TES-TF decision. I have no input or any knowledge to team composition or selection.

Q: Were you at the TES-TF when they conducted a thing called TimeLine Therapy?

A: No, I don't even know what that means.

Q: Did you ever hear anything about a thing called Team Acceptance/Rejection ritual or exercise?

A: No, I never heard of Team Acceptance or never participated in Team Acceptance. I have participated in Spectrum Training and observed some training at Fort Riley.

Q: Did you ever hear anyone discuss PTSD?

A: No.

Q: (b)(6) indicated that you were absolutely there during a Spectrum Training event and that you were very upset after hearing the comment that PTSD is a choice; did you hear that?

A: OK, that was at the Spectrum Training event; I heard that. I wouldn't characterize the incident as a discussion on PTSD. I think it was (b)(6) who said that PTSD is a choice. The context was that if you can empower yourself and not feel victim of the disease or the traumatic event and say, hey it's a choice and you can choose not to succumb to the process; but, take a positive approach. If you can empower yourself to deal with and gain control of a troubling situation, perhaps it is possible to turn the situation around.

Q: Was the expectation that you could turn it around without help from behavior health support?

A: No, frankly I wouldn't categorize the incident as a huge discussion topic.

Q: Did it bother you that the comment was made?

Exhibit 1 Initials of Person Making Statement (b)(6) Page 4 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

A: It did initially; I thought it was a strange comment. However, after the explanation, then I understood where (b)(6) was going with her comments. Positive self empowerment was the underlying theme.

Q: I think (b)(6) was there during the PTSD comment; did he make any comment about it?

A: He was there in the training session when we were doing the Spectrum training. I do not recall if he made any comments. (b)(6) introduced the PTSD comment; again, I was initially shocked until I heard the explanation. I've deployed four times and I wasn't offended nor did I feel slighted in any way with regards to the PTSD reference.

Q: Based on the audience, did you think others took offense to it?

A: I think there were several people who were initially shocked, as I was. However, the explanation to the PTSD reference seemed to make sense and fit with the positive self-empowerment theme. I didn't think there was any malice or nefarious intent in the comment.

Q: Do you have any information regarding (b)(6) Doctorate of Philosophy degree?

A: I believe it is in Psychology or Organizational Behavior, or something like that.

Q: Did she share her dissertation with you?

A: No, she has made reference to her dissertation. She has pointed out her dissertation binder, which she keeps in her office. I really do not have any desire to read her dissertation.

Q: Have you heard any discussion from others in the TF about her PhD being from a non-accredited university?

A: I've heard that.

Q: Were you aware that (b)(6) required or requested her team members to wear specific colors of clothing during training events?

A: No.

Q: Were you involved in the hiring process for (b)(6)?

A: No.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: No.

Exhibit 1 Initials of Person Making Statement (b)(6) Page 5 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

Q: Do you know or were you involved in a discussion about (b)(6) preferred to hire non-Veterans and trying to get around the Veteran's Preference to reach a non-Vet, perhaps with more qualifications?

A: What I've heard is that she's looking for qualified individuals regardless of Veteran or Non-Veteran. Essentially (b)(6) was seeking qualified applicants. A candidate list was produced, we would interview candidates and she would make the final hiring decisions with input from the hiring panel.

Q: Did you hear a comment about (b)(6) having to accept someone she really didn't want because they weren't a good fit for the organization; (b)(6) for example?

A: No, not that I recall. She did make a comment about hiring Veterans when there appeared to be more qualified non-Veterans on the list. Frankly it's a matter of degrees and semantics because anyone who makes the list is "qualified". I do not believe (b)(6) had or has any malice or nefarious intentions towards veterans..

Q: Who sat on the hiring panel conducting the interviews?

A: (b)(6) established the hiring panel comprised of (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) and I. We interviewed the initial candidate pool either in person or via telephone. We conducted a panel interview, rated each individual, then reached a tentative decision based on the interview. Panel members submitted interview results and rankings to (b)(6) who tabulated the results. The panel members deferred to (b)(6) for the final decision based on the assumption that (b)(6) was to become the Task Force Director. I was assigned the duties of hiring authority by (b)(6) (b)(6) for two reasons: (b)(6) (Active Reservist) was completing her tour on active duty and was transition out of the Army; and (b)(6) was working with the OTSG personnel system in terms of the director position. (b)(6) appointed me as the hiring authority in the interim.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No, I would say that the business process normal found in an organization are absent ( organization structure, taskings, hierarchy, information & reporting flow, etc). To the best of my knowledge weekly meeting to synchronize the various staff elements or entities, calendar updates/reviews, information flow, budgeting do not occur. I have no oversight of the internal training calendar for the TES-TF

Q: I'd think that if they had a training plan or a schedule with training opportunities, you'd see that; have you ever seen that?

A: No. I do know that (b)(6) & (b)(6) discuss training opportunities. I've heard (b)(6) discuss her requirement to conduct training on her trust model and OD fundamentals prior to conducting external training.

Exhibit 1 Initials of Person Making Statement (b)(6) Page 6 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

Q: Do you think TES-TF leaders created a toxic and/or intimidating working environment at the TES-TF that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: I can't speak to the daily work environment and employee satisfaction in terms of a toxic environment. I do know that some people are seeking other jobs and rightfully so. The TES-TF positions currently are temporary positions; they would be crazy not to be looking for permanent positions

Q: Most of the people I've talked to believe their positions will be converted to permanent.

A: That's an interesting comment and frankly I do not know that to be a true statement. I'm currently working on a concept plan with (b)(6) and are proposing making the positions permanent. However, it will take a minimum of 18 months to staff the plan with the DA G3/5/7; who will have to approve the concept, the DA G1 owns the positions. Funding for the authorizations is another issue. Essentially we are conducting a "proof of concept" and that is why the TES-TF & ultimately the HST is categorized as a Task Force and the positions are Term.

Q: I understood that the hiring positions are awaiting MEDCOM approval.

A: There are two sets of hiring actions awaiting MEDCOM approval. The first action is for five OD specialist to backfill vacant position from the original 26 positions authorized. There are an additional eight positions, over hires, for OD specialists that (b)(6) & (b)(6) have requested approval. Currently all the positions are "over hire" positions. All positions within the TES-TF or HST are over hires and are not assigned to a permanent authorization on a TDA.

Q: Can you tell me why the following TES-TF members left?

Q: (b)(6)

A: I can't confirm any details; however, my understanding is that he had a tendency to engage in inappropriate discussions or behavior with folks attending the COT training. The phase I heard is that he was "hitting" on some the folks. Again, this is pure speculation on my part and I would recommend speaking to (b)(6) or (b)(6) for an accurate statement.

Q: (b)(6)

A: She's left the organization as well as (b)(6) I haven't spoken to (b)(6) or (b)(6) nor have I discussed the reason for their departure. My understanding is that they were not a "good fit". Frankly, personnel actions centered on employee termination/dismal/ corrective action/ counseling/ etc is solely the responsibility of (b)(6) and (b)(6)

Q: (b)(6)

Exhibit 1 Initials of Person Making Statement (b)(6) Page 7 of 9

## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

A: I think I met her once or twice. Again, my understanding is that she was not a "good fit". (b)(6) and (b)(6) are responsible for those type of personnel actions.

Q: (b)(6) she's still assigned there:

A: I didn't realize that (b)(6) was still assigned to the organization. Again, my understanding is that she was not a "good fit" and had some physical issues requiring surgery or something to that effect that made traveling / platform instruction difficult.

Q: Did you know anything about (b)(6) getting a poor appraisal?

A: No, I don't process personnel actions nor appraisals. I do not counsel or have any *supervisory* responsibilities.

Q: Do you know of anyone you think I should interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: Additional information, I would speak to (b)(6) (b)(6) departed in Jun 2011.

(b)(6) required a hiring panel to bring potential employees on board for the TES-TF, she appointed me as the hiring official due to the reasons stated previously. (b)(6) can speak to (b)(6) involvement in the Center for Dynamic Organization Change (CDOC) which was conceived at Madigan and then evolved into the TES-TF under the OTSG umbrella. So (b)(6) can speak to the Madigan - June 2011 events; (b)(6) can speak to the Jun 2011 until present events.

Q: Do you have anything else to add to your statements?

A: Frankly, when the TES-TF began onboarding their employees Fall of 2011, my focus was re-directed to establishing the Human Systems Transformation Directorate by (b)(6) My task was to begin to weave the TES-TF, Back to Basics, Medical Error Service Recovery and Talent Management into a single functional directorate. Q: Do you also look at overtime for those folks?

A: No; overtime approval is restricted to (b)(6) and I assume (b)(6)

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 9. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE BASED ON RECOLLECTION. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I

Exhibit 1 Initials of Person Making Statement (b)(6) Page 18 of 9



## SWORN STATEMENT

Date: 18 May 2012 Time: 1500 HRS (CDT)

Name: (b)(6) Operations Officer, HSTD Organization: HSTD, OTSG

HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 1 Initials of Person Making Statement (b)(6) Page 9 of 9

# Section 2

## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: Do you, (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: As you know, I've been assigned as a 15-6 officer for this investigation. I think you may know a little about the 15-6 investigation; is that correct?

A: I spoke to an employee who said that she filed an IG complaint and listed a couple of things that she was concerned about. Other than and that you've been interviewing people and no one's shared their interviews with me, I don't know a lot.

Q: When I arrived at JBLM, some of the team told me that you had been there the week before inquiring about things; is that correct?

A: No, I had been down the week before inquiring about how we go for the next round of hiring; so we are about to spiral out another 20 employees. We had a pretty turbulent time last summer as we brought people on board. That particular task force and this whole directorate is a really a start-up so lots of mission, very few people, and nobody trained.

Q: When are you retiring?

A: 1 November 2012.

Q: Who's replacing you?

A: (b)(6) physician, Internal Medicine doctor coming in this summer to be my deputy, (b)(6) MSC, coming out of RAND, and (b)(6) Nurse, will be working talent management and so one of those three will be a candidate; we'll see.

Q: How long have you been assigned to the Human Systems Transformation Directorate?

A: One year; since June 2011. It's a brand new directorate that was formed last June.

Q: Can you tell me a little about what work you do at HST and your thoughts on the TES-TF work climate/environment?

A: I manage four main lines of effort/portfolios under the HSTD. They are Resolutions Program (response to patient harm), Service Excellence (used to be Begin with the Basics run by (b)(6)), Human Capital and Talent Management, and TES-TF. We do Development work; we run the IMPAC III Course, designed to help folks develop self awareness about who they are and what they are about, and an interest from the TSG to do an IMPAC III, starting in October 12, an 18 month course for Senior Leaders (GOs and CSMs).

Exhibit 2 Initials of Person Making Statem

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: You are the Director of HST, so wouldn't you call these other leaders (b)(6) Branch Chiefs or Division Chiefs instead of Directors?

A: My directorate didn't exist when the TES-TF stood up. (b)(6) was a stand alone, reporting directly to the TSG. Going forward, we're building the concept plan now; all of that nomenclature will be more standardized so that it fits with other Directorates.

Q: From your perspective, how do you think the Command Climate is at the TES-TF?

A: What do you know about psychological types? There are four types of people with four different core needs. The work we do now as a start of is extremely chaotic. There's an awful lot of stress because at the time that you are out working in the field with members of Army Medicine you are also doing your own personal growth. They came on board in a chaotic manner and hired into term positions. We asked to rapidly move past experiences, what I would call platform trainers.

There is an aspect of the TF work where we instruct on the concepts of trust that gives everyone the same language. But that's just really the initial work that we do. Then folks listen in class and go back to their work center and actually try to behave differently using the ACTIVE behaviors that we talk about. Usually, the tension in the work center goes up because people have a vested interest in the status quo and when they start to see their teammates and peers begin to change their behavior a lot of folks don't respond to that in a capable manner. So we do backside work. We are really trying to grow these people internally to become OD trainers and experts. I was a little concerned about the model. We hired people and since we hadn't done this before, there was some discovery learning. The demands are tough, there's much traveling, they go into organizations where a lot of folks are skeptical some folks are angry, and some folks are excited. That can be a bit of an emotional roller coaster for some. Simultaneously, you have to grow yourself so that you can be very curious about where other people are. You have to be really in touch with yourself, about who you are and what you feel so that you can go out and work with others and be curious about their differences versus seeing it as an issue of contention or something to compete over. In my experience, doing OD since 2005, about 30% of the people can get that concept and 70% of people really don't want to be the internal work to be comfortable with their selves much less comfortable with other people's differences. So, it's a real challenge to grow these people so that they can go out and do this work. If you don't do that well and you send them out there into Army Medicine, where there's a fair amount of tension in some work centers, and they screw that up, that's a real threat to that organization.

Q: Is there some standard, certified, approved OD training out in the world somewhere?

Exhibit 2 Initials of Person Making Statement

(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

A: Yes, the Army used to have an OE school that was home grown but went out of favor in the 1990s and closed down. There are OD programs at George Washington, Johns Hopkins, and a number of other universities; the National Training Lab in Seattle is probably the most prominent.

Q: So, would you say that the training the TES-TF has been providing is the documented industry standard?

A: There are a couple of schools of thought on that. One of those is Gestalt therapy and small group methodology where the classroom is the human lab and you put people under a fair amount of tension right in the room. There are a lot of folks who don't like it a lot of folks have a lot of very bad experiences in it. (b)(6) has all the right principles about how she goes about it but the question that is more art than science is, as you're dealing with the emotions in the room, how do you deal with that?

Q: So what is the approach you've been using?

A: It's very much a small group methodology where you learn from one another as you go and it is a human lab so other experiences in the class and our reactions to them are part of everyone else's learning; everything is done in the group.

Q: So would you really, officially describe some of this training as therapy?

A: No, not at all.

Q: I am trying to differentiate the differences between training and therapy because I know that you need a training plan, lesson plan, etc before you do training and I'm sure you require something different before you do therapy.

A: Gestalt therapy is a school of thought for developing ODs; I don't know if we've really adopted that approach. I'm not even sure that I necessarily agree that you would have a training plan for all types of training. There are all kinds of training that where the class goes, the class goes.

Q: In Army training you typically have some kind of training plan, lesson plan, POI, etc, correct?

A: That's certainly what we do that the AMEDD Center and School. I've done curriculum development and POI program. You're talking about pretty technical tasks and a bit of cognitive knowledge. When you're growing OD, you're talking about self awareness. I don't know how to plan that out. It's really someone's ability to flexible enough in their own brain to want to look at self.

Q: So, would you say that the development of a person is very subjective, correct?

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6)

Director, HSTD

Organization: HSTD, OTSG

A: Yes, I think it depends. Usually when people are self aware, they are more empathetic, they are able to appreciate other people's views and you see behaviors about how they deal with conflict, how well they integrate with teams, how well they manage and express their emotions. Those are things you can manage in the real time but it becomes more of a picture over time based on behaviors.

Q: You were OD trained in 2005; what type of training did you go through?

A: I went through the OD Practitioners Program in Columbia, MD. It's a 10-month program and then I came back for a second year as a student instructor.

Q: So you have a lot of experience in this, right?

A: I have a lot of experience; I wouldn't call myself accomplished. I'm really kind of a novice. There are people who've been in the field for 40 years doing this work and I'm nowhere in their league and we don't have a lot of people in the Army that have this experience. That's really a challenge for us.

Q: And, this is really innovative or outside the Army norms I would guess?

A: We're really about tasks and there's nothing wrong with being about tasks. OD gets to the point about OK, let's get the tasks done and invest in human systems so that people are stronger and better and the team is more capable in going forward. The way we rotate Commanders, on an 18-24 months basis, most commander don't have a malicious intent about what they do but they are under the gun to produce results pretty quickly. We're pretty common in the Army; we're about getting the mission done; that's why we do mission first. I'm not sure this is cutting edge; I think for the Army this is a soft skill that a lot of people are uncomfortable with.

Q: You said that OE training went out of favor in the Army. Why is that if this is similar to OE training?

A: It suffered the consequences of many things in the 1990's when we had the build down, what we called the peace dividend; a lot of things went away. I think the OE experience may have started in the 1970's out of the Vietnam experience and what it took to do small counterinsurgency warfare that you had to have some notion of who I'm dealing with and what are they like, even though they are a different culture than me is there some way I can connect and partner with them to defeat this enemy. I can't tell you why it went out of favor. It's expensive to run; it's a low density, you don't have to have a certain MOS to do it, you just have to be self aware, and maybe a high level of emotional intelligence.

Q: Were you aware that members of the TES-TF were being required to submit weekly journals of your personal experiences and beliefs? If so, when did you become aware of this requirement?

A: I visited the TES-TF in the fall to do some training and some folks were talking about their journaling.

(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: Did you think this was a little unusual or were you concerned about that?

A: It's certainly unusual; we don't do a lot of that.

Q: Did you do a lot of journaling in your OD training?

A: No. But cohorts out of the NTL program certainly did. I wasn't in an immersion program for a Masters or Ph.D.

Q: To journal and let someone else review it and, especially someone you may not be comfortable with, would that make you uncomfortable?

A: I think it's natural to be uncomfortable but the concept you're trying to do is to get people to manage their ego. This is one of the ways you do it. One of the only ways people learn is through differences you sometimes have to put people a little off their comfort zone. Journaling is a tool that you do that with. So, if you're going to try to teach ego management, how else would you do it?

Q: I'm not an expert on that but I would just say, in the DoD, I would be uncomfortable asking people to journal and making me let them review it. So, would you say that you understood that this (journaling) was mandatory or voluntary?

A: I don't know if I really had any understanding about that. I knew that folks were journaling and the entire cohort was journaling so certainly the expectation was that you were journaling but what you journal was your business.

Q: When you heard about the journaling, did you have concerns?

A: I was surprised and I heard them talking about it but no one told me that they thought it was bullshit and they didn't really think we should be doing this. What you're really doing is you're accelerating the pressure cooker of developing an OD when you ask them to journal. We really put these people under a fair amount of pressure. To come on board, rapidly begin to acquire some OD skills, and then deployed them pretty quickly into the field. I didn't know a better way to do it and I understood we were putting people under a pressure cooker; I was cognizant of that, yes. I was cognizant that probably a certain percentage of people would not be able to handle that. I experienced, in the OD program that I did, about 30% of the people, regardless whether you are a good person, a smart person, or very, very motivated to do this program, about 30% of the people are able to go on and do this work.

Q: What were you thinking would happen to those people who couldn't handle it? Was there a plan for if people can't handle it they could come to (b)(6) and say, I'm not comfortable with you reading my journal. Was there a plan to find another way to get you trained or was there a way where if they couldn't handle it they were expected to "self select" or would they get relieved?"

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

A: The 30% is not about journaling, it's about being able to do OD work. But, it's one of the reason we had Term positions. This is not my plan and I don't want to be disloyal to whoever made decisions before me; this is what I inherited. This is not exactly the way I would've gone about it, this notion that we could develop everybody internally. I probably would've told them that they would've had to pay about \$600K for a contract to bring in professional ODs for the first year and figure out, over time, what we were going to do. I don't know if there was a whole lot of appetite for that kind of price line. To be honest, I wasn't in on that decision.

Q: Who, before you, made the decision to do the internal training?

A: I think that was the recommendation to senior leadership, before I arrived, from (b)(6) and her task force and it made sense. It's a heck of a lot less money; I just don't know that we have the appetite in Army Medicine to do this kind of work. You are right; this is not how the Army does work. We like things kind of neat, tied up with a bow and OD work is kind of messy because people are messy.

Q: In DoD, our employees have rights, obviously, that maybe they wouldn't have in the civilian world of if you were going to OD practitioner's training in the real world you could always quit if you didn't like it. Couldn't you have just hired OD trained personnel?

A: I don't know whether we could've hired OD trained personnel at the GS-11 and GS-12 level. Only about 3 or 4 out of ten who graduate with a Masters or Ph.D. in OD that actually go on to work effectively; it's not a good uptake. I think this could work over time. I was pretty upfront when I went out to the TES-TF, "This is a significant transition for each of you and it's going to require an awful lot of personal work. The question is that if you get down the road and you're unable, and this has nothing to do with whether you a good person, a bad person or motivated or not motivated, and you're really not safe with teams, to be out in the field with human systems of Army Medicine, trying to help them resolve conflicts, and you can't manage your own stuff there's a lot of risk for (b)(6) and I to send you down range. That's not a place I wanted to be.

Q: Did you have any experience or did you hear from anyone that information that was in the journals was publically discussed in any type of an open forum?

A: My expectation would've been that much of that stuff would've been discussed if people brought it up. So, let's say that I journal about X,Y & Z and the next day in Team Maintenance and I'm having a conversation about X,Y & Z, if I'm the lead facilitator I would've pulled that string in a heartbeat. Now, would I expect that I'm journaling about X,Y & Z and someone else brings it up and starts pulling my string in public, probably not.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD

Organization: HSTD, OTSG

Q: One comment I've heard was something like, "I know that some of you are still having conflict because I read it in your journals" so those two people who wrote about it in their journals may feel uncomfortable. Also, I've heard that (b)(6) quoted from somebody's journal but I don't know how much he said and that person said, "Wait, I thought that was supposed to be private."

A: I didn't do that training and so, I don't know how they did it. I've been doing this work for so long that I'm comfortable with conflict at this point, I wonder if we're a little insensitive to other folks as they are coming up. It's one of the challenges in OD, the longer you do this work the more comfortable you are with all this angst. So how fast can you bring someone along who's not familiar? That's a real challenge; a dance that I don't really envy (b)(6) or (b)(6)

Q: I wonder if they have the qualifications or the authority to make that decision.

A: Well, there's no other way to grow an OD. Even in the program I attended, one of the professors was a Ph.D. and the other one has been doing this work for 60 years and I saw them do interventions that didn't work. There's no science to this and it's very touchy. The question is if you do an intervention that doesn't work how skillful are you in preparing the damage?

Q: If it doesn't work and what if it causes more harm?

A: We're talking about self awareness. I don't know how to get people to be able to do this work without pushing them.

Q: It sounds like a very delicate act of pushing them to the point where they 'get it' but not to the point where they're at risk of having a significant emotional event.

A: I don't doubt for one second those feelings are legitimate and I suspect that it was very painful for some people.

Q: Did we really have the authority and credentials to do that and be able to stop it short of a significant emotional event or repair the damage?

A: I don't know if there are credentials in the OD field and this is really asking someone to look at self.

Q: Should there have been a psychologist or psychiatrist there to identify when things may need to be stopped or to assist in resolving any emotional events?

A: In the groups I've run, if somebody said, "I've had enough" we stopped it right there and took a break and stopped it right there. I don't know what the experience was out there. A lot of folks can make a break for you if you go a little beyond their comfort level. That's the real challenge of this 'self'; to get really in touch with self you have to move people outside their sphere of self deception. That's what this work is really about.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: When you were doing this training, were any of your instructors psychologists or psychiatrists?

A: I don't think so. I don't know that they weren't but it wasn't part of the credentials that were laid out.

Q: Do you know of any instances where private journal information was used to evaluate TES-TF employees as part of their annual appraisal/evaluation?

A: When we sat down to talk, we talked about people's inability to make progress and some of that would certainly be whatever they chose to reveal in their journals. That's how you figure out where they are with 'self'. I don't know how you could not use it in some fashion. I don't know how you could keep the two separate because we are really asking people to step up to the plate if they want to be an OD. That means they really have to go in and examine self; that's part of the whole deal with ego management is that I'm comfortable with talking about all of the things that are my warts, in public, with the group; that's not how we're raised.

Q: So, if I don't go through this self awareness and conflict resolution training, you're saying that there's no way I could get up there and be a good OD facilitator?

A: It's a very weird thing to be in to know when to open your mouth and when to keep your mouth quiet. I don't know if you can be a good OD and manage conflict unless you are aware of 'self'. Being an OD is not the same as being a trainer and entertainer.

Q: Could I still have my internal issues/beliefs and still be able to work as an OD?

A: I don't think we fix anybody's problems, per se. We bring them out in the light of day and we know them about one another and we understand that it's OK to talk about them. We bring them into your awareness, into your conscious mind. And, hopefully, the key to doing this in group work, as we begin to deploy, we have ODs that are picking partners that complement what we know are our weaknesses.

Q: So, could I not just work on my internal 'self' problems and not have to know everyone else's weaknesses?

A: I guess you could, if you were thinking about this as therapy. We're trying to put together a Task Force that you can plug and play. It's like what the Army is doing now at the Centers for Army Lessons Learned, they basically have started and said it's not just about Soldier resiliency it's about squad resiliency and they're putting the Soldiers through this stuff where they reveal of themselves what their weaknesses are. That's what we're trying to do with this Task Force.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: When you heard about the journals, did you know that (b)(6) was reading them, as well? Did you think that (b)(6) should have that authority?

A: Yes, my concern was how they were going to have the time keep up, realizing this was a lot of work. (b)(6) as the training director, says these are the people who are ready to go out into the field. He needs to be able to focus where everyone is. I don't know how he could manage as the training director without reading them.

Q: So, clearly, personal information that I wrote in my journal was being used to evaluate my performance, is that correct? I am seeing performance and intra-personal work as two separate things and I think you are seeing them as one.

A: I think one certainly feeds the other. You can fake it. (b)(6) and (b)(6) are not scalable; they are the only two fully trained ODs we have in the program who have practiced any time. Now, I have told the Commander that I'm sending you someone with less than a year as an OD and they're not going to blow up during conflict resolution with 30 people in your Pathology shop. That's a pretty high bar for me.

Q: You're not maximizing everyone on the team right now, correct?

A: We have some folks that are further along than others.

Q: What are you doing for those people back at home that aren't getting the training? Are there any commercial/civilian training courses they can attend or can you send them out for more training opportunities for more exposure?

A: We have sent more people than are required to give that type of opportunity. (b)(6) and I have had this conversation repeatedly about, "Hey (b)(6) I have some money and we could move some people into some civilian programs." For example, the OD Practitioner program that I attended. We could've done a lot of things.

Q: I did ask (b)(6) about what kind of training was out there and he really didn't know; I was surprised by that.

A: Well, NTL has gone out of favor. You have some great programs in the Northwest and in the Southwest. You have a pretty good program in Cleveland, but they are very expensive and they are a lot of time. One of them is a year immersion.

Q: I struggle with the subjectivity and when we talk about performance, that's supposed to be more objective in nature. When I evaluate somebody on their performance and it's 90% based on a subjectivity of what they've done internally; that's hard for people to understand, especially in DoD.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

A: I think, even in the civilian world that is a tough concept to get into. That goes back to my comment that we had a very tough road to build internally.

Q: Did you ever hear (b)(6) threaten to fire anybody or did you ever hear that was a concern?

A: We talked, when in one of the meetings when I was out, "Hey, we hired you back in June, we told you what it was going to be like, we've been doing it for a while, I've seen the team dynamic, I know there's a lot of tension and this is really something to step back and ask yourself, 'is this work is really for you?'" Do you really want to do this kind of work; it's not for everybody." My intention in asking that question was that if this is not for you, come to us, self select and maybe we can figure out what else we can do with it.

Q: You are using some of your MAs for ODs. You probably need to change their PDs because of the amount of travel on their PD. You have some folks that aren't very good ODs but probably have the skills to be a good MA and may be very willing to move into an MA job. Would that be an option?

A: Absolutely. In all fairness, I probably didn't do as well as I needed to. Much of my portfolio is very immature and (b)(6) out there running her thing and I'm not sure I afforded her the leader development time that she could've benefitted from. Because she's the most experienced OD we have, she's out with clients all the time.

Q: Did you ever hear (b)(6) say anything like, "You're not cutting it and if you don't start doing what you need to do, you're going to be out of here," or "I'm going to tell (b)(6) that you're not cutting it here"? Doesn't a statement like that overstep his bounds?

A: That's not something I would've like for him to say, I can't tell you if he's said it or not, I've never heard him say that, and that would not have been his role.

Q: Did you ever hear (b)(6) become belligerent or make any inappropriate sexual jokes or comments, etc?

A: He's pretty corny; he's told some bad jokes but I've never heard anything sexually inappropriate. He's pretty passionate when he's pushing folks. I don't think I witnessed that.

Q: Is (b)(6) a supervisor?

A: No, he's in charge of the Management Analysts. So, I don't know what you mean by supervisor.

Q: Do you know that he's not officially in a GS-13 Supervisory position and yet, he evaluated the three Management Analysts?

A: Yes, I think they went back and changed the job description; that's what I asked be done. I know that I said, "If we're going to have him in that position, it's got to be in his job description, get it fixed."

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD

Organization: HSTD, OTSG

Q: When did you tell (b)(6) to fix (b)(6) PD?

A: In the late winter or early spring. Probably, February or March 2012.

Q: Did you ever hear anyone state that (b)(6) was going to be (b)(6) Deputy?

A: Yeah, I heard that. I know that I heard folks say that they thought that would be the case, but it was not a belief I held.

Q: I think that may be part of the issue; you have this fairly big organization with only one supervisor. Would you agree?

A: The Task Force is not at all set up like I'd like it to be which is why we went back to the Chief to ask him to make some changes and do some other things. It was all done during a Continuing Resolution and called the task force so that we could move forward with it rapidly. Decisions were done before my time. The Term positions and how they were announce. It's been a lot of angst, not so much for me but for people who are in these positions. It is absolutely painful for many of them. They're working hard, trying to do the work, trying to do a tough transformation for themselves, and on the road a lot and away from families. They are in these Term positions that they're going to have to compete for and many of them are not Veterans, several of them are Veterans and they are probably going to fare better than the non-Veterans.

Q: Have you heard about this A-Team/B-Team perception at the TES-TF?

A: Yes, I heard about that when I went out. It seemed, when I went, to be whoever had traveled, you bond when you are out on the road, and over time it seemed to gravitate into folks who were making progress and those who were not making progress.

Q: Did you ever hear it described as the folks who are listened to the most and whose recommendations are most considered by the leadership?

A: This is the first I heard of that. When I went down there and we closed out folks at the end of the year, (b)(6) and I did that, and there was no discussion about how we rated people based on their presence of an A or B team.

Q: What do you know about this TimeLine Therapy? I don't think you were there when it took place.

A: No, I'm not familiar with it at all.

Q: You didn't know it happened?

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

A: I've heard TimeLine Therapy. I don't remember there being a lot of angst about it, so I didn't even think to ask what it was like and no one shared it with me.

Q: You did know it took place or not?

A: No.

Q: You heard about it afterwards?

A: You've mentioned it a couple of times and one or two folks have mentioned it passing. To this date I don't even know what it entails.

Q: Nobody from the team ever shared with you a concern about that?

A: No.

Q: TimeLine Therapy would be an example of some training, if you want to call it training, that if you had a lesson plan or training plan, you could be say exactly what they did for this therapy or training.

A: What you are talking about is a work center that has an on-boarding process that is onerous. It's not a POI course. But every single work center has an on-boarding process; I've never seen a training plan for that kind of stuff, policies sometimes. There would be an SOP that you'd follow.

Q: When you bring someone new into an organization, don't you have an in-processing and training checklist/schedule?

A: Absolutely, because we are healthcare and they are requirements for the Joint Commission.

Q: I asked for a training schedule for the year that said these are the things that we are going to train on to bring everybody up to the OD Specialist level. Have you seen that?

A: No and I wouldn't even be foolish enough to ask for it. The way these folks have deployed, I don't know who would do it or when they would do it.

Q: I would think that would be (b)(6) job since he's the Training Director. Shouldn't they have something that says this is all the training that everyone needs to do.

A: It makes sense and I don't think it's been done at the Task Force, but I don't know where they would have found the time. Even (b)(6) was on the road a lot. This is the conversation (b)(6) and I have had and about the role of the Deputy Director, "If you are going to be a Director and you're going to be down range with a client, then I need a very different type of person back here as the Deputy Director."

Q: I think you were at the TES-TF when they did this thing called Team Acceptance/Rejection ritual or exercise; is that right? Do you know how many times the team conducted this exercise/ritual?

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

A: Yes, I witnessed one of those. I don't know how many times they did that. To be honest, I've done those in the programs I've run. When we go and do Command Team Training, that's pretty common.

Q: What's the value of that?

A: The value is most people bullshit; they don't really tell you what they think.

Q: So, what's the value? In the Army and in most real life experiences you get what you get and so, you'd never really tell anyone you didn't accept them on the team. Do you know how many people were not accepted by at least one person? I understand that (b)(6) didn't accept at least two people; did you know that?

A: When I run those things as a lead, we, as a facilitator, don't get involved. I think you have a legitimate push back on that particular exercise. Part of this training is that when you get feedback that you're not accepted, the ego management is, that's not a message for you that says something about the person delivering the message. The OD skills we'd expect is that you'd be very curious about, "I wonder what's going on with (b)(6) for instance, that he doesn't accept me; I wonder what that's about for him." When people are giving you feedback, it always says something about the person giving it and sometimes it says something about the person receiving it. Those exercises are to get you to be able to receive things like that and not immediately react but to be curious about the person. I don't know if there is a reason for (b)(6) and (b)(6) to participate at that time. I'd have to give that some more thought.

Q: If you knew that TimeLine Therapy was being conducted, would you condone it?

A: I'm not sure I know what it is.

Q: Everyone gets into a group, they play some soft music and (b)(6) walks them through their life timeline. As they go along this timeline, they think about events that may have caused their limiting beliefs that they want to get rid of. Are you familiar with that?

A: I do something like that, I don't play soft music. We call that "pulling a string" when somebody has a behavior or a set of beliefs that are manifested in the group we'll ask questions, "where did you learn that?" We'll go down that road and most people can get there. I've seen that done repeatedly; I've never seen them done in group or as you described. I don't know if I have the skill to use that approach.

Q: Now that you know what it's about, do you think (b)(6) had the credentials to conduct TimeLine Therapy?

A: I don't know if that's a credential issue. I'd like to know more about where you've done this before, how did it work and where did you learn it.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: I think (b)(6) has done it a lot in the civilian world but just because you've done it in the civilian world that doesn't mean you can do it in DoD, right?

A: I'm not sure I necessarily agree with that. I don't know that there are principals that are unique to us or the civilian world. I know that there are certain rights that are guaranteed but I don't know if TimeLine is one of those that are covered, asking someone to get in touch with their beliefs. My concern is that I don't know how you would do that in group. You could take someone on a timeline and who is there to work with them so that they can get in touch with themselves?

Q: Any concerns or risks with people possibly having a significant emotional event from this TimeLine Therapy? If so, was it appropriate to conduct it as it was done?

A: I can tell you in a lot of the group I do and when I do one-on-one coaching and with teams, we go to behaviors and they can be relatively volatile. But to get someone to shed an old belief, so that they can adopt a healthier one for the team and the enterprise, it requires that journey. When there's been someone with an upset, the facilitators have always offered an option for someone to call a professional. There is some risk to that and I did a session where someone had been molested by her father and I'm not qualified to get them the subsequent help they need.

Q: Are you or (b)(6) qualified to handle the immediate response of that volatility?

A: You're outside my level of expertise.

Q: If you had heard about this TimeLine Therapy, would you have been OK with conducting it?

A: If she had not had a way to identify and explore limiting beliefs, I would've had real concerns. She had to do something. I'm not sure if I'm qualified to speak to this particular methodology. At some point you have to get folks to look at their limiting beliefs. I'm interested in beliefs that limit you as an OD.

Q: Is there a difference between beliefs that limit me as an OD and beliefs that limit me in my family life?

A: The challenges around OD are all of the differences; I don't like certain types of people. When you have these things that are absolutes, I have to get you to explore that; what's going on that you've grouped everybody into this monolith?

Q: But do I have to go up a dig up personal issues? If I was sexually molested as a child, unless that belief limits me when working with males, do I need to dig it back up?

A: No, I agree with you. But, if we notice that your body language changes every time you have to work with males your body language changes, I'd want to pull that ~~string~~ with you and ask you if you ever got

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(b)(6)



## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

help with that. We would get you the help with that and ask how we are going to manage that going forward.

Q: Did you ever hear anyone discuss PTSD? What is the philosophy of the TES-TF regarding PTSD?

A: We had an employee self-disclose, more than one, that they had PTSD. I am very curious how they are going to manage that in groups. What are the triggers, what is the potential that they are going to run into it out in the field as we're out with Army Medicine units conducting conflict resolution? I don't know if we have a philosophy about it. There are lots of folks who have PTSD and a lot of folks who are successful in managing to where they're functional. A lot of folks with PTSD get activated around conflict, on high emotion and others. That was a real concern for me that we may be putting some folks at risk.

Q: The comment I heard was that PTSD is a choice, I would never have PTSD because I would not choose to have PTSD; did you hear that?

A: It was an inartful statement. It wasn't just made out of the blue it was made about her rock hard belief that she controls her own choices. She sees that as an empowering belief that she's got. The string got pulled on that and it came down that if you have PTSD and you have predisposed and experiences and that PTSD is not necessarily limited to those with combat experiences. I didn't see that as a TES-TF philosophy.

Q: It's (b)(6) philosophy, don't you agree?

A: Yes. It was an inartful comment for a leader and probably shouldn't have been made. I probably could've done a better job of speaking up at the time. I failed in my leadership role there for a condition that is very debilitating for warriors and veterans.

Q: Do you have any information regarding (b)(6) Doctorate of Philosophy degree? I guess you know that there's a question regarding the accreditation of the school she attended.

A: To be honest, I heard these accusations. I never asked her, I didn't hire her, the position she's in doesn't require it. It's a done deal for me; I could care.

Q: She's being called DR, she's using literature as a DR, would that not be a risk to the public relations of the TES-TF, Culture of Trust, if someone questions that, especially in the newspaper.

A: She has self-disclosed to me that she has a PhD from a now closed institution that was non-accredited. I certainly don't pay her as a Doctor and until someone at Tripler recently made a big deal of it I didn't give it a whole lot of thought.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: I didn't know that someone at Tripler did?

A: We had a physician who asked about her credentials and we went to legal to ask what, as a GS employee, what do we have to give up of hers and if we answer all of these questions, have we violated her privacy information. It got to be a mess.

Q: What did legal say?

A: Legal said not to answer anything until they look at it further. Apparently, she has a right as a private citizen too.

Q: Well, not if she's using the PhD in her job title. Should she continue to use that title if she has a PhD from a non-accredited school?

A: When we had that complaint, I asked for all of that to be taken off the materials and the web site. It happened in the last two weeks. It came out of a physician at Tripler who had questions about her credentials. So, I think it is a risk. Until it came up from the field, I really didn't see her having DR in her name as part of this task force so I hadn't made the connection.

Q: There are some states, Washington being one of them, where you can't use PhD in your title if that PhD is from a non-accredited school. I don't know how that rule is applied within the DoD and while working on a military installation. Does she have PhD or DR on her door?

A: I don't know. It's not anything that she's ever used around me.

Q: I've been told that when the team is out training, she's introduced as DR Elliott, is that correct?

A: Yes, that has happened previously.

Q: Have you ever looked at her transcripts to even see that she does have that?

A: No, she told me that she completed her coursework from a school that is now defunct and was not accredited when she graduated.

Q: Have you ever seen her dissertation?

A: No.

Q: Were you aware that (b)(6) required or requested her team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: When I went to IACH, the morning of, folks made comments about their professional attire. I knew there was a dress code and that you would dress professionally; suits, jackets, shirts, and ties, pantsuits for women, darker colors are more prevalent and stay away from things that were loud and offensive.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: She wanted people to wear the Army Medicine colors. To some it was voluntary and to others it seemed more mandatory. Can you relate to the fact that some may have thought it was necessary though not mandatory?

A: It was not a discussion among us in terms of people's evaluations nor wasn't in any way considered as a part of their performance.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: I don't know anything about that.

Q: Do you know whether (b)(6) disallowed a Veteran's Preference consideration for newly hired members of the TES-TF?

A: I don't know how see would disallow that. No I don't know that.

Q: Have you heard a comment being made that she'd prefer to hire a non-Veteran over a Veteran or a lower point Veteran over a higher point Veteran?

A: We've had the conversation about the problem of Veteran's preference if we have an OD who doesn't have Veteran's preference versus someone who doesn't have an OD background but has a Veteran's preference. How difficult it is for us to have to hire the Veteran. Yes, we had that conversation. I didn't necessarily disagree with her. What she was saying was, one person was more qualified to do the job description and the difference was Veteran's preference and she was forced. I said, "Yep that's the rules, I got it, I feel it to, there have been plenty of times when I've had to do similar things nurses; that's the system we're in."

Q: If you had written the job description to say that they must have OD experience, would that have eliminated some of these people?

A: It may have eliminated people and more importantly I don't think we'd have been able to hire all the people that we needed.

Q: Realizing that some who make the list are more qualified than others, and you always want to get the most qualified person, I don't think you'd make a comment in an open forum about wanting to get around a Veteran's Preference so that I can get to a certain person, would you?

A: I can't tell you I wouldn't say that but hearing you put it that way; I absolutely wouldn't want to say it. I would say that I want to hire the best qualified. We did some pretty focused interviews with some of those folks and I'll tell you, folks show up very different in an interview. That's one of the reasons I was out at the task force, having this discussion about an interview process that wasn't just a onetime thing but maybe we needed to do a phased, three or four ~~step~~ <sup>step</sup> interview process with some opportunity

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

for people to exhibit some of the behaviors we want before they ever agree to the job so that they know what their signing up for and we have a better feel for how good they can be.

Q: Were you there for some of the hiring?

A: I was there by the time the candidates made the list; I was invited out for the interviews, before I took over the task force and when I was at the VA as the liaison. Because I was an OD, they asked me if I wanted to come over to do some interviews. So, I came.

Q: Who made the final decisions on the hiring actions?

A: (b)(6)

Q: But, you were the signature authority for those, correct?

A: I don't know; I'm not sure I was over there as the signature authority.

Q: I think (b)(6) was but there seems to be a difference of opinion on who made the final decision on the hiring actions. From your perspective it was (b)(6)

A: We discussed it there and we didn't have enough people. We had to get a task force up and running. (b)(6) felt like there were some people she really wanted and some people she wasn't really sure about. That's kind of what you do in this field. Ironically, the only person we fired was one of the people she absolutely had to have.

Q: Does the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: You're talking somebody who, though I've been in the Army for 35 years, that's not a big part of how I lead or run organizations, even though I'm a nurse. So, for me the answer is, I'm not really sure. I can tell you this, the lack of structure, the amount of ambiguity and chaos is very difficult for a lot of people in the task force and I don't know that we're going to be out of that for a couple of years. It's just a start up. We're about to double the size of the organization, the admin officer is leaving, and with this investigation, who knows what's going to happen; I could be gone, she could be gone. I think this work center is going to have a lot of turbulence going forward and more structure is not necessarily going to make it execute the mission better.

Q: If you did have somebody who had strong management and supervisory background who could do the training but stay back, I would've thought (b)(6) would've developed some training plans, perhaps if you had a basic structure and more structured processes would that have helped?

A: If I had a Deputy Director with excellent leadership and management skills to stay behind full time to begin to take lessons learned and put those things in place that would prove enormously beneficial.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD

Organization: HSTD, OTSG

Q: Do you mean (b)(6) would have a Deputy?

A: Yes, under the new structure of 45 people, she's going to get a deputy and I've directed that's going to be a military person. We had that discussion that she'd like that person to be an OD and deploy to the field and I said, "No way!" The issue with our work is that clients always want you to come. So, as soon as you have someone qualified as an OD, you will deploy them in a heartbeat. You've got to have somebody who's not an OD who understands the principles and who cannot deploy, otherwise this is almost like space in a hospital, and you can't build enough of it.

Q: I don't think (b)(6) should be going out as often as she is but it seems like you have to have her going out because you have so few people that are trained, right?

A: She and I have had this discussion and as we go to the next hiring, she's going to have to make the choice; if she wants to be the director, then she's going to have to travel less and if she wants to continue traveling, then she's going to have to step down and do something other than the Director.

Q: Yes, imagine you have to do performance appraisals on almost 20 personnel and she's doing interim counselings while she's training and traveling. That's not a Director.

A: This is a good example of what's good for the goose is good for the gander. We had a long conversation where I pulled a string on her limiting beliefs that the Director needs to be able to deploy. We had a long discussion about, "Hey, (b)(6) I hear you've got this strong belief that you have to have an OD, fully qualified facilitator as the Director because otherwise they'll muck up the attack plan or the philosophy. How do you know that, where did that come from?" Turns out she had these strong beliefs from when she was in the Army and she worked for some folks that didn't understand the business and mis-utilized her skill set. I asked her "how long ago was that?" And she he said that it was about 15 years ago. I told her that maybe she could get a new belief about that. I just want you to know that we pull that same string with one another, as we do with our team mates. She has come to realize that she does have a limiting belief about how this Director needs to be this person. It's kind of like the physicians who want to become the Deputy Commander for Clinical Services (DCCS) and still do clinic twice a week.

Q: Describe the use and benefit of the KSAs training where TES-TF members were given 24 hours to evaluate everyone within the TES-TF on these KSAs? Who created the KSAs? Do you think these are creditable evaluation criteria (very subjective)? What is your evaluation of that KSA training exercise?

A: (b)(6) has got a little different approach than I do around building ODs. There are some time-tested, proven OD principles s around conscious use of self, basically how you get sound and current data, how you give and receive feedback. There really are 12-20 human system technologies that really are the skills of an OD. They are almost always evaluated in either some type of a psycho-motor setting

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

where you're doing some role playing or you're actually intervening with clients or in a way where you're given a case study. I never saw what you're talking about.

Q: I think you were there for the exercise; do you remember that? Everyone had to evaluate everyone else in the team on these KSAs and give them a score from 1-5. There are about 5 pages of these very subjective KSAs. (b)(6) and (b)(6) evaluation counted 60% of your evaluation and the rest of the group's scores counted for 40% of your total score (b)(6) were involved in the rating and yet, he tallied all of the composite scores. It appears that these were used in people's evaluation. "Be willing to learn and improve and grow individually" etc...very subjective KSAs don't you think?

A: I was certainly not there for any kind of compilation where folks rated one another and if they showed me this I don't remember seeing necessarily the KSAs or if there was a discussion about how they rated one another, I don't remember it being memorable.

Q: I think you were there where each person got up and had to say how they felt about their composite score, evaluation; do you remember that? It's called Self, Peer, Supervisor assessment and I find that interesting that (b)(6) was part of that 60% assessment since he's not a supervisor. You don't remember anything about that?

A: I remember something around that but I don't remember it being called Knowledge, Skills, and Assessment.

Q: Do you think TES-TF leaders created a toxic and/or intimidating working environment that resulted in several team members resigning from their positions and/or actively searching for new employment?

A: No.

Q: Can you tell me why the following TES-TF members left?

Q: (b)(6)

A: I was there for his decision. He told me he wasn't ready to do this kind of work.

Q: (b)(6)

A: I didn't know (b)(6) left; I thought we fired (b)(6)

Q: I think she may have resigned in lieu of termination but either way, why did you fire her?

A: She was a probationary employee who really was very disruptive when I was there. I found that I don't think she was going to be a good fit.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD

Organization: HSTD, OTSG

Q: Can you give me some examples of her disruptive behaviors?

A: She would be very passive aggressive and it didn't matter what the discussion was about it somehow would come back to her, it was all about her. I think she's very bright. I looked at some of the work she did in terms of developing the products and I thought she would have been a good fit for that, maybe over on the Management Analyst side. She thought that she was ready to do OD work and I was not comfortable sending her to Army Medicine units. She would tend to blow up, become emotional and distraught, and have to get herself together. I don't know how you go out and work with teams. That would be her pattern, kind of something would occur, someone would look at her wrong, somebody would say something, she'd make funny gestures, she'd roll her eyes, she'd shake her head no while saying yes. She was very incongruent.

Q: She said she applied for a Management Analyst job and I understand she was doing some very good MA work while there. Could she have been moved over to be an MA since you have many Management Analysts out doing OD work? Or, was she that disruptive to the team that even as a Management Analyst she would've been disruptive.

A: She was very disruptive to the team. Individually, probably one of the strongest employees we had, very bright, very capable.

Q: She struggled with the way (b)(6) was running the TF and it may be that if she could've better understand why things were being done the way they were, she may have been able to perform better.

A: I don't disagree with anything you're saying about that. I did not find her interview to be compelling but (b)(6) thought she was fabulous and wanted to hire her. I didn't get a good vibe.

Q: Many have told me she was the best writer in the organization. She's really driven by data. So, when she goes to find data to document what (b)(6) is doing, like TimeLine Therapy, she can't find it. Like you say, it's more art than science. Someone like her may be a good fit for an OD but may be a very good fit for an MA. Could she have been better utilized as an MA?

A: She continued to profess to me that she wanted to be an OD and that she thought she was a good OD and I didn't see that at all.

Q: Did you ever have that discussion with her, that she wasn't a good OD?

A: Yes, I told her that based on what I'm seeing I think you have a lot of work to do. And I even had the discussion about, "(b)(6) you do all of these other things really well, why do you want to be an OD?" She said, "Well, I think this is a good fit for me and this is what I want to do." I told her, "I don't know, (b)(6) it's a long stretch from what I'm seeing." You almost had to be in the room to watch the room respond to her, it was palpable. And, you know what, guess what, shame on them because it's

(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

not all her, it takes two to kind of rumble, that's what I was thinking at the time. And it became such a huge distraction for me; I made what I thought was the best decision for the team going forward.

Q: So, are you saying that you were the one who fired her and not (b)(6)

A: No, but I was supporting.

Q: Did you feel like you had enough justification?

A: Based on our conversation with MER, as a probationary employee we didn't need a whole lot.

Q: I guess you know she's probably going to fight this, right?

A: Absolutely, and you know what, I understand it, I don't harbor anything. I've got FOIAs, 15-6s, union violations, unemployment claims; I've got more things going on with this task force than I can figure out.

Q: Last thing you need is that she was fired....There's a little perception that she was handled more harshly than others.

Q: (b)(6)

A: I called her and we spoke. She was interesting she'd been in this kind of work before. She was a hire that took us a long time to bring on board. She said, "I'm not really ready to go through this work. I don't necessarily philosophically agree, I know what it takes to be an OD, I know it can be a hard road and there are ways to do this that are easier. I'm at a time in my life where I don't need to put up with it.

Q: (b)(6)

A: In both of the interview, my least favorable candidates were (b)(6) and (b)(6); (b)(6) fought passionately for both of them. (b)(6) is, it's like, I don't even know what she's thinking but how it appears when I watch her is everything's a tug of war, she has a powerful need to be right and I don't know that (b)(6) is right and I'm mature enough to know that OK, she's got the rose and she's doing it so let's lean forward and make the best of it. There's a lot of tug of war stuff; also very emotional and she is someone who announced to the group that ever since her combat tour she has struggled. I know that she had some back pain and very angry with her unit; that came out in a lot of the sessions. I don't know what happened in Iraq, but very angry with leadership there. I think sometimes she saw (b)(6) a little like them. I'd be completely speculating, but I don't know if sometimes she was transferring but she was often very angry with (b)(6). She told me a couple of times that she should be running the task force, not (b)(6) she was better qualified. If people had questions about (b)(6) ability, she certainly magnified it and I thought it was not particularly loyal. She was not a good follower, in my opinion. I'm not enamored; I've watched her on the platform, very much in an NCO style. It could be dynamic; she's actually a pretty good speaker. She has pretty good

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

command of the material and I don't know, when I watched her, she was nowhere in tune with the audience, gave a great presentation and simply did not pick up on the cues of the audience. So, I really don't know what to make of her.

Q: Well, isn't that something you can learn if you're already a good speaker and you just needed to learn how to pick up on cues. Couldn't we train her how to do that, is she trainable?

A: I don't know because what I saw was a person who was in a tug of war with the person I have assigned there to lead. Out of all of the folks that we've talked about, she was probably the one who there was a moment of two, when you said something about bullying or toxic environment, there was a time in a session where I called a time out because she needed it. Later, folks came up to me and said, "Hey, why did you rescue her?" I said, "In this business, when someone tells you they need a time out, you take it."

Q: That's another issue, people say that when they try to stand up for their team mates because they think they are being bullied, they are told to "stop saving."

A: That does go on; that is a risk and it goes to this notion of how self-aware are you and that's a feedback you have to take and you have to go home and think about it overnight. That is a real fear that as you are about to get through all of the defenses to get to the real emotion behind an issue to get to the core beliefs, somebody will save you. What happens is that people recover and then they go back to all their self-deception skills and you don't get to it. This is really common in OD that you do need to keep pushing and I don't know that we had on the task force anyone, except (b)(6) and maybe, (b)(6) that should be doing that kind of pushing yet. I just don't see those kinds of skills there.

Q: This takes me back to the comments or analysis of the journal writing. When people like (b)(6) (b)(6) and (b)(6) received comments, like "dig deeper" they thought they needed to provide more personal information so that they could better please their bosses. Can you see how that would get folks to think that they were supposed to talk about their combat experiences, PTSD, etc; things that they never really wanted or were prepared to share with anyone or the group.

A: I haven't seen these journals to know but if I were to write, "dig deeper" I would want them "dig deeper" on that subject around what their core beliefs and what's limiting. I would want them to give me more intimate stuff. I wouldn't use that language, "dig deeper." There are ways that you can ask questions to allow someone to have a conversation.

Q: Did you hear a comment that (b)(6) made about the FT Drum female WTB Commander (LTC) only getting promoted because she was married to a General Officer?

A: No.

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(b)(6)

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## SWORN STATEMENT

Date: 24 May 2012 Time: 1300 HRS

Name: (b)(6) Director, HSTD Organization: HSTD, OTSG

Q: Do you know of anyone you think I should interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: (b)(6) She was an activated Reservists and she was there before me when the TES-TF was standing up.

Q: Do you have anything else to add to your statements?

A: No.

Q: I am directing that you must not share any part of this interview with anyone. Do you understand and agree to comply?

A: I do.

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 24. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

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(b)(6)

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# Section 3

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: Can you tell me how long have you been assigned to the Trust Enhancement & Sustainment Task Force?

A: About 6 months

Q: Do you have prior military experience?

A: 24 years in the Navy.

Q: Can you tell me a little about the work you do there and about the work climate/environment at the TES-TF?

A: I am in training for and recently started doing/representing the Culture of Trust training. The work climate is relatively friendly; a little cliquish.

Q: What do you mean by cliquish?

A: Those that came on earlier get on a little differently than those that came on late because they had shared experiences from putting this thing together from blank pages. As far as I'm concerned, that's OK. I like working that way.

Q: Do you think the command climate could be better?

A: In my opinion, yes, it could be better.

Q: Were you required/requested to submit weekly journals of your personal experiences and beliefs

A: It was mentioned to me; it was never required but it was the expectation. I submitted one via a quick note by email.

Q: Did you get comments/responses to your journals? If so, what did you think about those comments?

A: I was a little surprised by the responses because it's something that I've never done before. It's not the sort of thing I would've expected and I never did a second one.

Q: Did you think they were helpful or beneficial?

A: I don't think I got enough out of it, no. Perhaps if I'd done more and I saw results, I may have felt differently. The entire thing felt odd to me; the entire notion of what we do here is a little odd.

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Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: Did you get your journal back?

A: Yes, I did.

Q: Did you question why (b)(6) was reading and commenting on the journals?

A: I didn't really know the pecking order was. To tell you the truth, the whole thing felt a little odd to me. You come on board to a new environment and you're not really sure what's going on so you just go with it until you figure it out.

Q: Having a military background, did you think it was odd?

A: I did; the whole notion of what we do here seemed a little odd to me but I can see where it will make a difference.

Q: Do know or have you heard of any situations where TES-TF employee's journal information discussed in an open forum?

A: To my knowledge, no. We have an open meeting on Wednesday mornings. There were some discussions about how some people were upset that their information had been released. To my knowledge it hasn't happened since I arrived.

Q: Did you hear any instances where journal information was used to evaluate TES-TF employees as part of their annual appraisal/evaluation?

A: I personally have no information about that. I did not.

Q: Do you have any explanation why (b)(6) was authorized to read and comment on the journals?

A: He was the training director and as the training director he has responsibility for ensuring we are progressing with preparations to be able to present the material and, as I understand it, these were part of those preparations.

Q: Did you ever hear (b)(6) threaten to fire anyone?

A: No.

Q: Did you ever hear (b)(6) become belligerent or make inappropriate sexual comments/jokes?

A: Not that I can think of.

Q: Is (b)(6) a supervisor?

Exhibit 3 Initials of Person Making Statement (b)(6) Page 2 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

A: As I understand it, he does have some supervisory function but I don't know if he's officially called one. This place is still in flux. The frustration for me, if this is a military organization, it doesn't seem to be run like a military organization. That's fine; I get it and understand that sometimes everything doesn't work the same but I came from operational submarine where things are so much different.

Q: It may not be military but its DoD and direct support to the military. I would question why some of the previous military aren't asking these questions?

A: I can tell you that some of us have asked and I understand that there are some changes coming. I do know that they're talking about bringing in a Deputy to, no kidding, run the office and let the Director go off and be the Director and spread the vision and not worry about the day-to-day stuff. It's always surprised me that they don't have anyone to do that; a Deputy or XO. My understanding that one of the things they're going to work on is a specific pecking order.

Q: I would've thought that the first thing you would've seen when you first came in was an organizational chart with supervisors and who falls under whom. Did you see that?

A: If we have one, I don't know what it is. Technically, we all work for the Director; I don't have a specific supervisor.

Q: Do you think all of the MAs work directly for the Director?

A: Yes, I do. As she goes, they go. She may work through (b)(6) but, I'm not sure.

Q: Did you say that (b)(6) has supervisory responsibility? Is he the supervisor for the MAs?

A: If I'd have say yes or no, I'd have to say yes he is.

Q: Did you ever hear anyone state that (b)(6) was going to be the Deputy?

A: There was some discussion about "would he be a good fit for that?"

Q: Did you ever hear (b)(6) make the comment that (b)(6) was going to be the Deputy?

A: No, I did not. I do know that in our meetings there had been some discussions about potential changes and I think someone asked if he was going to be that but I don't remember anyone saying yes.

Q: Is it your opinion or perception, do you think there are an A Team and a B Team at the TES-TF?

A: Yes there is.

Q: Explain what makes you think that and how A-Team and B-Team are differentiated?

Exhibit 3 Initials of Person Making Statement (b)(6) Page 3 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

A: If you/we want to say that there is one, and you won't find that anywhere, I think that most of the A-Team members are those that originally stood up the team. They had a different type of training than I had since I've been here. There is a difference in experience level, with this type of material; perhaps because they created it or did the research and put the training material together. Some of them are better at doing this type of work than, for example, I am right now. I am a military platform trainer. That's my training experience. The idea of being a facilitator and eliciting discussion is hard for me and very easy for others. For those that it's easier, you could say they are the A-Team.

Q: Is it your perception that A-Team and B-Team are treated differently?

A: No it's not. I think that the people who've been here a little longer and with a lot of demonstrated ability and aptitude and have shown that they can do this work. They are put into positions to manage projects or take the lead on a training event because they've done it before. Not all of us have yet been in a position to show that we can do that.

Q: Describe the Timeline Therapy. Describe how and when it was conducted.

A: I was not there at the time it was conducted but I heard about it but heard very little. The little bit I heard made me a little uncomfortable but I can't be more specific than that. The stuff that's in my past and in my head, that's for me that's not for anyone else.

Q: If you heard that they were going to do it again, what would you do?

A: If I heard they were going to do it again, I'd find out more about it, do more research and get more information before I decided whether I would submit to this training.

Q: Were you involved in the "Team Acceptance" ritual/experience?

A: Yes I was. It happened in November 2011, three days after I came on board.

Q: What did you think about that experience?

A: I was kind of waiting for Jim Jones to come out of the closet with Kool aid. I felt very odd. I couldn't see the point. I chalked it up to the fact that I was so new and didn't really know what I was comparing it to.

Q: So, you didn't ask any questions about it?

A: Since this was my first civilian job since 1984, I wasn't going to tell them what I thought about it. I knew this was different. It was an eye opener and I didn't think things like this existed in any part of the military. Did I think it was odd, yes; did I like doing it, no; did I think it was a requirement to do to find out what this job was about; yes.

Exhibit

3

Initials of Person Making Statement

(b)(6)

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of

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Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

Q: Did you really think if you asked, you'd get fired?

A: No, but I wasn't in any position; I didn't even know what this place was about.

Q: During the team ritual experience, did you accept everyone?

A: Yes, I did; I didn't have a reason not to.

Q: Were there any people not accepted by some people?

A: I think (b)(6) was not accepted by everyone but I don't remember who didn't accept her. I think it was more than one; maybe a few (two or more).

Q: Were there others who weren't accepted?

A: I think there was one person who didn't accept me because I hadn't demonstrated anything yet but I can't remember who it was. I think that (b)(6) was not accepted by at least one person.

Q: Did you think this experience was valuable and did you understand the value of it?

A: I didn't ever really understand the value of this exercise. I know how they explained it but it didn't quite sit well with me.

Q: Did you ever hear anyone discuss PTSD?

A: No.

Q: Did you ever hear a comment made by (b)(6) that PTSD is a choice?

A: No, why would anyone say that? No one would say that. I didn't hear anything about that and I don't recall a comment like that.

Q: Do you have any information about (b)(6) Ph.D. degree?

A: No, I don't know.

Q: Is she introduced as DR (b)(6)

A: I've only been with her once when she was introduced and I don't recall how she's introduced.

Q: Did (b)(6) require or request you or other team members to wear specific colors of clothing during training events?

A: No!

Exhibit

3

Initials of Person Making Statement

(b)(6)

Page

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Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: Did you hear anything about wearing the Army Medicine colors?

A: It was suggested but we were also told that we can't require you to wear specific colors because we are not purchasing clothing for you. I occasionally wear those colors, but I only have one outfit with those colors.

Q: Do you have any experiences or evidence that (b)(6) engaged in unfair labor practices by denying qualified employees an opportunity to compete for advancement?

A: I have no knowledge.

Q: Do you know whether (b)(6) disallowed a Veteran's preference consideration for newly hired members of the TES-TF?

A: No, do not know that. I have no knowledge of that and I would be surprised because I didn't know you could do that. I have no knowledge of that. I know that I'm here and I have a Veteran's preference in my file and I'm not sure if that's why they brought me on board (b)(6)

Q: Does the TES-TF have sufficient structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training?

A: No they do not.

Q: If you could fix that do you think that might help the organization if they had more structure?

A: Absolutely.

Q: What do you think about the actual training that's been provided for you so far?

A: Actual training that's been provided; it's been a lot of study on your own. If you have a specific question, go ask someone; you have to figure out who. I wouldn't call it training. I was a training officer in several different Commands and this isn't training. There is no training program here.

Q: So, you are on your own to figure it out?

A: Yes, if you ask, there are people that are willing to show you the way, point you towards material, and walk you through the material – Certainly. As far as walking aboard and getting your training jacket or telling you to go see this guy for a list of things you need to do and telling you how we track it; no. If it's tracked, it's tracked in someone's head and I don't know who that would be.

Q: Do you think there is a toxic and/or intimidating working environment at the TES-TF?

Exhibit 3 Initials of Person Making Statement (b)(6) Page 6 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

A: No, not for me.

Q: Have you seen other people that you felt like were intimidated or expressed intimidation with the TES-TF?

A: Yes, I have heard that; some people have expressed some feeling of intimidation.

Q: Do you have any idea what made them feel intimidated?

A: I think, in some cases, some folks may be a little slow to wake up. They are sitting at their desk trying to figure out which end is up. Somebody else comes in and they are bright, they're sunny, they're loud. Or you have people that may come in and they are a little grumpy in the morning and that rubs people different ways.

A: Do you think the TES-TF leaders may have created a toxic or intimidating work environment that may have resulted in several team members resigning from their positions and/or actively seeking new employment?

A: No, I have no knowledge of that.

A: Can you tell me why the following TES-TF members left the team?

Q: (b)(6)

A: I never met him.

Q: (b)(6)

A: No, there was very little discussion; just that she was gone. I know that there were some people who had issues with her but I never found out what they were and to tell you the truth, I tried to stay away from it, didn't want to know the specific circumstances. I worked and interacted very little with her. We talked a little bit. I have no reason to suspect that she wasn't doing good work. On a personal level, she seemed easy to talk with; maybe a little stand-offish; maybe because I am the new guy. But, I didn't really work with her so I really didn't know how she performed.

Q: How about her behavior at the task force; how did that seem?

A: It didn't stand out. We have a mix on introverts and extroverts here; a lot more introverts than extroverts. I spend a lot of time working on my own, taking care of what I need to take care of. I got the feeling that she was like that also. It might have been that by the time I got here, it may have been to the point that she was hiding, I don't know. I wasn't long after I arrived, that you started hearing rumblings that people had an issue with this or someone had an issue with that.

Exhibit 3

Initials of Person Making Statement

(b)(6)

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Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: You were in the Maintenance Meetings. During those, did you ever experience any behavior outbursts by (b)(6)

A: No really; maybe once or twice. She may have said something to defend herself. My personal opinion is that it seemed like it was the same people pounding on her again and again as far as, "I have an issue with.....and we'll talk about it later." The issues never came out. Some of the folks in the task force may have known the issues but I didn't and I didn't want to know.

Q: Would you say they were bullying her, picking on her, or just providing feedback?

A: I couldn't call it feedback because there was nothing constructive that came out of it. It was more like, "I have a problem with her and we'll discuss it later" or, "I have a problem with her and I can't discuss it with her without somebody there." I never knew what it was so I can't call it feedback. Yeah, I personally thought it was like beating a dead horse. You have a problem, why talk about it week after week? It's fine, it's done, until somebody says otherwise, just assume it's gone and move on to something else?

Q: Can you remember who had problems with her the most?

A: The one that stands out is (b)(6) and (b)(6) also.

Q: How about (b)(6)

A: Yes, he did to. I don't know the history or what was going on.

Q: But, you didn't see her create outbursts, get really angry and rant and rave and yell or anything like that?

A: No I didn't. To tell you the truth, a lot of the time she looked kind of hurt.

Q: Did you think (b)(6) was fired or resigned?

A: We got the word that she had been let go.

Q: Were you told after she left to be careful what statements you write for her?

A: No, what we were told is that she had been let go, with no reason given for it, and that she may get in touch with us and if we choose to communicate with her we should be truthful in our answers. We were not told that we had to report any kind of contact with her.

Exhibit 3 Initials of Person Making Statement (b)(6) Page 8 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: Do you know why (b)(6) left?

A: She and I came on board the same day I did. She and I talked a little bit. She had a background in this work and this was completely different from her experience so she had the language but it meant different things for her. I didn't have the language. I think that she felt like her experience was not valued or recognized here. She called me the day she left and told me that she had quit that day. She said it was because it wasn't what she expected it to be, it was taking a big toll on her, and she didn't want to do it anymore. I think she expected that someone who'd been doing what she'd been doing for as long as she'd been doing it would've had her experience more valued a lot more. I kind of compartmentalized that and chalked it up to the fact that the Director had her own way of doing things, and had been pushing for a long time to get this opportunity, finally had it and was going to do it her way...that's the Director's prerogative.

Q: Do you know why (b)(6) left?

A: To my knowledge, she is on medical leave.

Q: Do you think she's coming back?

A: I don't know if she's coming back. Her desk is still there and everything is still as she left it. No one's cleaned her out.

Q: Do you think she wants to come back?

A: I don't know (b)(6) well enough to answer that.

Q: Were you in any of the meetings where (b)(6) had a really tough time with some of the feedback?

A: There were a few meetings where I thought it might be a little much but I know what point they were trying to make but that "driving the girl into the ground" wasn't it. Again, it was more like they kept "beating a dead horse".

Q: What did you think about (b)(6) how would you describe her?

A: I barely knew her. The little exposure I had with her, she appeared to be back on her heels all of the time, it looked as though she was always on the defensive. She was feeling like she always had to defend herself against something or hold herself up to something. As a relatively senior NCO, I would've expected her to be a little more forward focused.

Q: So, what kind of training have you been exposed to since you arrived?

A: Covey Speed of Trust training, OD Specialist training, Spectrum Training in January 2012. I think that's it.

Exhibit 3 Initials of Person Making Statement (b)(6) Page 9 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

Q: What understanding do you have of this concept of dealing with your limiting factors and resolving them before you can be a good facilitator?

A: I think I understand the concept. If the job of a facilitator is to promote discussion, I can see where you want to make sure that whatever it is that may trigger a response in you, that you may need to understand and control that. I explained the reason they explained for it. Personally, I'm not quite sure I buy it but I can tell that folks who've been doing this longer than me are doing their jobs much better and easier. I seem to have to work harder at it.

A: Who do you think is on A-Team and B-Team.

Q: B-Team is me, (b)(6) (b)(6) (b)(6) if she was still here.

Q: Did you ever seen or heard (b)(6) give (b)(6) a hard time?

A: No, nothing that stands out. To be fair, I think what doesn't stand out to me, may stand out more to a civilian that doesn't have a lot of military experience. What we think of as addressing an issue, to a civilian might very well be offensive or not caring about one's feelings. Was (b)(6) sometimes rough; yeah I do. It doesn't really stand out. I don't know how appropriate it is in a civilian environment. In my mind he's never crossed the line, no.

Q: You applied for this job as a trainer and not an Organizational Development Specialist, correct?

A: I didn't even know what OD Specialist was.

Q: If the PD just said OD Specialist, would you have qualified?

A: If it said OD Specialist, I wouldn't have applied.

Q: What is your PD called?

A: Organizational Development Specialist (Training).

Q: If you knew this job was what it is now, would you have applied?

A: No, I wouldn't.

Q: Do you think they need to redo the PD to make it more OD, instead of bringing people in with no OD training and bringing them up to speed to do this OD training?

A: If they want this thing up and running yesterday, right now, they need people on board with the background. Otherwise, you're spending time and resources bringing people up to speed when you

Exhibit 3 Initials of Person Making Statement (b)(6) Page 10 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6) Grade: GS-11 Organizational Dev Spec Organization: TES-TF, JBLM

could be using them out in the field and developing new material to get the mission accomplished. It takes a while to bring people up to speed on this stuff.

Q: What is your perception of (b)(6)

A: (b)(6) seems to be a strong guy; seems to know where he wants to go but I really don't know where he fits into this organization or where our organization fits with his. I don't know his working relationship is with the leadership here. We tend to see him about once every month or every six weeks.

Q: What kind of relationship do you think (b)(6) has with the TSG?

A: I can't specifically tell you; I've never met the TSG. I don't know, but I think the she (TSG) communicates with the Director fairly regularly.

Q: Do you know of anyone you would recommend I interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: No.

Q: Do you have anything else to add to your statements?

A: The problems within the organization are not insurmountable. The organization seems to have been put together fairly quickly and there are some things that people may have not thought about.

Q: Do you have any questions of me?

A: No.

Q: I am directing that you must not share any part of this interview with anyone else; do you understand?

A: I do

Exhibit 3 Initials of Person Making Statement (b)(6) Page 11 of 12

Date: 25 May 2012 Time: 0900 HRS (CDT)

Name: (b)(6)

Grade: GS-11 Organizational Dev Spec

Organization: TES-TF, JBLM

I, (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE \_\_\_\_\_. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

07 JUN 2012

(Signature of Person Making Statement)

Exhibit \_\_\_\_\_ Initials of Person Making Statement

(b)(6)

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# Section 4



Date: 30 May 2012 Time: 1100-1240 HRS (CDT)

Name: (b)(6)

Organization: OTSG/MEDCOM, Healthcare Opns

30 May 2012 – 1100 HRS (CDT)

Q: Do you (b)(6) solemnly swear that the evidence you shall give in the case now being investigated shall be the truth, and nothing but the truth, so help you God?

A: I do.

Q: What is your background and association did you have with the CDOC and TES-TF?

A: I am (b)(6) with MEDCOM/OTSG, working initially in HP&S and now in Healthcare Operations. I was the XO at WRMC when the CDOC was formed and during the Regional expansion. The WRMC CoS provided most of the direction and advice. I was at WRMC when MG Horoho was the WRMC CG. WRMC was expanding rapidly. At the same time, MG Horoho was given the go ahead to move out to support this growth. She split out the MAMC and WRMC staffs. We worked with MEDCOM Manpower to determine baseline requirements and capabilities required for the RMC reorganization. I think MG Horoho was given some latitude to determine what organizational capabilities were required and was authorized to begin building a region staff to support the reorg and growth. She thought that having an organizational development capability would be beneficial to managing all of the WRMC change; that is how the CDOC was developed. CDOC was stood up to help with WRMC organizational change and strategic planning. I believe that (b)(6) was a Management Analyst (not sure) at MAMC and presented her CDOC concept to MG Horoho and CoS. She was brought on to lead the CDOC. They were busy implementing org change, strategic planning, team building, conflict resolution, etc. I left the WRMC in Spring of 2010.

I was on another set of mobilization orders to OTSG (Special Project Officer). I served as the Strategic Initiatives Portfolio Manager for MG Horoho, the DSG. She wanted to ensure she provided focused and timely GO leadership and guidance on the strategic initiatives in her portfolio so she utilized me to help with that. The TES-TF was created as an initiative to address BSC objective CS 5.0 Inspire Trust in Army Medicine. This initiative was approved to determine if this capability, based on seemingly positive results from WRMC, could improve the standardization of the patient care experience, customer service, and also to address internal organizational needs; it was a multi-disciplinary TF. I helped coordinate efforts for several different programs/initiatives - TES-TF, Ambassador Program, etc. I was more of a liaison for the DSG - assisting in standing up the TES-TF and ensuring her guidance and intent were implemented. I left active duty in May 2011.

Q: Any issues, personnel problems within the CDOC under (b)(6) leadership? A: Not that I'm aware of.

Exhibit

Initials of Person Making Statement

(b)(6)

Page 1 of 4

Date: 30 May 2012 Time: 1100-1240 HRS (CDT)

Name: (b)(6)

Organization: OTSG/MEDCOM, Healthcare Opns

Q: Did (b)(6) Ph.D. have anything to do with helping her get the job at the CDOC or TES-TF?

A: No, I don't think so. I think MG Horoho hires based on skill sets and usually uses a panel for hiring. I think it was based on the concept (b)(6) presented and MG Horoho's belief that (b)(6) had the right capabilities.

Q: How well did you know (b)(6) How would you describe her?

A: I've seen her facilitate team-building and she's very good at that. She's good at facilitating a meeting and leading a group of people to objectives. As a person, I thought she had a lot of passion and belief in her value and what she could contribute to the organization. I think she very much believed improvements could be accomplished by focusing on and implementing organizational development principles. She was at times frustrated with how the bureaucracy could create challenges, additional workload and cause delays. She just wanted to move forward with the organizational development efforts at the MTFs and other subordinate organizations. I think she's a free spirit. I think she has a weak executive skill set, particularly within the military setting.

Q: (b)(6) Ph.D.? Do you have any information regarding (b)(6) Doctor of Philosophy degree?

A: I think her Ph.D. was in Org Dev... LTG Schoomacher asked her where she got her degree and after she told him where it was from (b)(6) indicated it was mostly a distance learning degree. I think there was some behind closed door discussions about that. I know that the DSG was made aware of the concern about the school being non-accredited because I revealed that concern to her in late 2010. The decision was that they were confident in (b)(6) experience and capabilities and she wasn't hired because of her Ph.D. because the job did not require a Ph.D. Someone told me about the degree issue.

Q: Did (b)(6) ever provide any broad training plans as she was standing up the TES-TF?

A: We kept asking for a training plan but I don't think (b)(6) ever really presented a training plan before I left. She did present some broad training concepts, but not really specifics. I don't remember her saying anything about journal writing being a part of the development.

Q: Did you understand that there was going to be any other supervisors at the TES-TF besides (b)(6)

A: I thought there was going to be another supervisor. There was some discussion about military leadership or deputy but we knew that was too hard to do.

Q: Did you ever hear anyone discuss PTSD or hear (b)(6) discuss her philosophy of PTSD? Did you hear any comments about PTSD being a choice?

Exhibit 11

Initials of Person Making Statement

(b)(6)

Page 2 of 4

Date: 30 May 2012 Time: 1100-1240 HRS (CDT)

Name: (b)(6)

Organization: OTSG/MEDCOM, Healthcare Opns

A: No.

Q: Did you ever hear any discussion about (b)(6) requiring or requesting TES-TF team members to wear specific colors of clothing during training events? If so, did she authorize a clothing allowance for this purpose?

A: No, I never heard anything about that.

Q: Do you know whether (b)(6) disallowed a Veteran's Preference consideration for hiring TES-TF employees?

A: I remember some discussion about more qualified candidates that she couldn't get to on a list, but I'm unaware that she disallowed a Veteran's Preference consideration for hiring TES-TF employees

Q: Do you think the TES-TF was set up and designed to do this mission?

A: The 'Inspire Trust' objective was very broad and nebulous and we struggled with how to measure the effectiveness of the TES-TF at making improvements and progress on the objective. There had to be some balance between being methodical in the design of the TES-TF and pushing to move out. It was a new concept and not a traditional concept that the organization could model based on a similar capability in another military agency; it was proposed and implemented based more on a draft concept with the expectation that through experience, trial and error and with a continuous feedback loop adjustments should be anticipated and would be made when necessary or required.

Q: Do you know (b)(6)

A: She was the EO NCO (b)(6) at the WRMC when I was there. She seemed pretty sharp and articulate. That's about all I know about her.

Q: Did the TES-TF have structure, training plans, measurable performance objectives, goals, an SOP, charter, vision, mission, BSC, or provide/offer proper training before you left?

A: , These things were in various stages of development when I left.

Q: Do you know of anyone you think I should interview to either collaborate your statements and/or provide additional information regarding this investigation?

A: Maybe (b)(6) (now at ARMEDCOM in FL) & (b)(6) previous CoS at WRMC.

I am directing that you must not share any part of this interview with anyone else.

Exhibit

4

Initials of Person Making Statement

(b)(6)

Page 3 of 4

Date: 30 May 2012 Time: 1100-1240 HRS (CDT)

Name: (b)(6)

Organization: OTSG/MEDCOM, Healthcare Opns

I (b)(6) HAVE READ OR HAVE HAD READ TO ME THIS STATEMENT WHICH BEGINS ON PAGE 1, AND ENDS ON PAGE 4. I FULLY UNDERSTAND THE CONTENTS OF THE ENTIRE STATEMENT MADE BY ME. THE STATEMENT IS TRUE. I HAVE INITIALED ALL CORRECTIONS AND HAVE INITIALED THE BOTTOM OF EACH PAGE CONTAINING THE STATEMENT. I HAVE MADE THIS STATEMENT FREELY WITHOUT HOPE OF BENEFIT OR REWARD, WITHOUT THREAT OF PUNISHMENT, AND WITHOUT COERCION, UNLAWFUL INFLUENCE, OR UNLAWFUL INDUCEMENT.

(b)(6)

(Signature of Person Making Statement)

Exhibit 4 Initials of Person Making Statement

(b)(6)

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# Section 5

1 June 2012 at 1250 hrs (CDT)

MEMORANDUM FOR RECORD

On 1 June 2012, at approximately 1250 hrs (CDT), I spoke with (b)(6) USAMEDCOM Clinical Psychology consultant, regarding "Timeline Therapy" (more recently referred to as "Time Empowerment") and the use of this Neuro-Linguistic Programming method as part of Department of Defense employee training to help employees get rid of limiting beliefs. (b)(6) stated that this is an unproven therapy with no empirical support in the professional behavioral health literature. Further, he stated that NLP as an overall treatment approach is discouraged because it is not an empirically supported treatment modality. Based on the claims of Timeline Therapy, it could elicit a strong emotional reaction without providing the necessary structure to deal with that emotion, thus not only might it not cause any improvement it could reinforce maladaptive reactions. He recommends against its use generally, but certainly in the DoD.

(b)(6) recommended the following website for reference:

<http://www.quackwatch.org/search/webglimpse.cgi?ID=1&query=neurolinguistic+programming>

**Neurolinguistic programming (NLP)** is a variable system of procedures purported to enable people to communicate more effectively and influence others. It is said to involve modifying the patterns or "**programming**" created by interactions among the brain (neuro), language (linguistic), and the body that produce both effective and ineffective behavior. Proponents claim that NLP has cured phobias, allergies, and other problems in one or a few brief sessions. Its core postulates are: (a) people are most influenced by messages that reflect how they internally represent whatever they are doing; and (b) this representation is reflected by eye-gaze patterns, posture, tone of voice, and language patterns. The internal representation can be visual (picturing what they are involved with), auditory (hearing it sounded out), or can involve other senses. Proponents claim, for example, that someone experiencing a mental image might use the words "I see," whereas someone in an auditory mode might say "that sounds right to me. Scientific studies have demonstrated no correlation between eye movements and visual imagery, reported thoughts, or language choices. A National Research Council committee has found no significant evidence that NLP's theories are sound or that its practices are effective.

(b)(6)

Exhibit 5

1

8 June 2012 at 1500 hrs (CDT)

MEMORANDUM FOR RECORD

On 8 June 2012, at approximately 1500 hrs (CDT), I spoke with (b)(6) USAMEDCOM Clinical Psychiatry Consultant, regarding "TimeLine Therapy" (more recently referred to as "Time Empowerment") and the use of this Neuro-Linguistic Programming method as part of Department of Defense employee training to help employees get rid of limiting beliefs. We also discussed the use of T-Groups and journaling in the workplace as part of Organizational Development training. (b)(6) stated that therapy implies treatment and all work with treatment should be done in a clinical setting within the confines of HIPAA rules and in an appropriate privacy setting. Also, anyone conducting these types of therapy must be privileged through Army Medicine. The hospital Commander for each installation has the role and responsibility for the oversight of all treatment and care conducted on that installation. While one may be allowed to train personnel on how to conduct TimeLine therapy, the actual conduct of TimeLine Therapy cannot be done with an unprivileged individual and without the appropriate credentials and approvals. Clearly, none of the above mentioned therapies may be conducted without the full and open approval of the individual participants. (b)(6) indicated that there is potential risk for psychological distress in the conduct of TimeLine Therapy, T-Groups, and journaling.

(b)(6)

Investigating Officer

Exhibit 5

2

# Section 6



(b)(6)

**USA MEDCOM HQ****From:**

(b)(6)

USA

**Sent:**

Friday, May 18, 2012 10:06 AM

**To:**

(b)(6)

USA MEDCOM HQ

**Subject:**

RE: TES-TF Telework Eligibility (UNCLASSIFIED)

**Signed By:**

(b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

I just took another look at the requirements. Probationary period employees are NOT eligible for telework.  
Have a great weekend, Ma'am.

v/r

(b)(6)

(b)(6)

Human Resources Specialist  
Headquarters, Medical Command  
Civilian Human Resources Directorate  
Policy and Program Branch  
Fort Sam Houston, Texas

(b)(6)

(b)(6)

-----Original Message-----

From: (b)(6)

USA MEDCOM HQ

Sent: Friday, May 18, 2012 10:05 AM

To: (b)(6)

USA

Subject: TES-TF Telework Eligibility (UNCLASSIFIED)

Classification: UNCLASSIFIED

Caveats: NONE

(b)(6)

Please confirm whether new employees within their probationary period are eligible for teleworking. Thanks (b)(6)

(b)(6)

U.S. Army Medical Command  
Fort Sam Houston, TX 78234

Office: (b)(6)

BB/Cell: (b)(6)

Fax: (b)(6)

(b)(6)

Classification: UNCLASSIFIED

Caveats: NONE

Exhibit 6



## PERMISS

Category: **Recruitment and Placement Program****Tenure Groups**

Tenure is the period of time an employee may reasonably expect to serve under his/her current appointment. It is granted and governed by the type of appointment under which an employee is currently serving, without regard to whether he/she has competitive status or whether his/her appointment is to a competitive service position or an excepted service position.

The three types of tenure are: Tenure I (Career), Tenure II (Career-Conditional), and Tenure III (Other).

Tenure groups are categories of employees ranked in priority order for retention during reduction-in-force. To put it simply, usually the order of release would be employees with Tenure III before any others, then Tenure II employees before Tenure I employees. The three tenure groups are:

**Tenure Group I**

**Competitive Service** - includes employees serving under career appointments who either have completed initial appointment probation or are not required to serve initial appointment probation.

**Excepted Service** - includes permanent employees whose appointments carry no restriction or condition such as conditional, definite, specific time limitation, or trial period.

**Tenure Group II**

**Competitive Service** - includes employees serving under career-conditional appointments and career employees serving initial appointment probation.

**Excepted Service** - includes employees who are serving trial periods or whose tenure is equivalent to career-conditional tenure in the competitive service in agencies that use that type of appointment system.

**Tenure Group III**

**Competitive Service** - includes indefinite employees, employees under term appointments, employees in status quo, employees under any other nonstatus nontemporary appointments, and employees serving on provisional appointments.

**Excepted Service** - includes employees whose appointment is indefinite; those whose appointments have specific time limitations of more than one year; employees who, though currently under appointments limited to one year or less, complete one year of current continuous employment; and employees serving on provisional appointments.

The Office of Personnel Management has published two handbooks which provide an in depth discussion of all aspects of the reduction in force and transfer of function process. One handbook provides Guidance, and the other describes Required Procedures. For definitive guidance on any aspect of reduction in force, see the **OPM Handbooks**.

Content last reviewed: 6/8/2006-ALM

<u>Related Topics</u>	<u>References</u>
<u>Retention Standing</u>	<u>Code of Federal Regulations</u> : Title 5, Ch 351

Return to: [PERMISS Homepage](#) | [Recruitment and Placement Program](#)

This page was last revised: 6/8/2006

Exhibit 6

2

# Section 7

SECT/TITLE	LAST	FIRST	SECT/TITLE	GOVT PHONE	OTHER PHONE	BLDG#	EMAIL	APPT	NOTE
DIR	(b)(6)			(b)(6)	(b)(6)		(b)(6)		
Tng Dir									
STRATCOM						R-3 Old Nisqually		4 May 1300	
Admin Off						Bldg 3134 3rd Div		4 May 1630	Reschedule
Ch Mgmt Anlyst									
Mgmt Anlyst									
Mgmt Anlyst									
Mgmt Anlyst									
OD Spec								3 May 1300	
OD Spec									
OD Spec									
OD Spec						Bldg 9932A		3 May 1000	
OD Spec								4 May 1500	
OD Spec								3 May 1430	
OD Spec									
OD Spec									
OD Spec									
OD Spec									
OD Spec									
OD Spec									
BwtB									
HST/COL									
HST/MAJ									
HST									
TES-TF Office									
Address:									

Exhibit 7

1

## Position List

## Filters In Place

Org Code: HTMCW3VY0181AAAAA

## Hierarchy Change Form

Your listing is limited to 1000 results

Current Supervisor	Prev Supervisor	New Supervisor	CPCN	PP-SERI-GR	Position Title	Supv Code	Employee Name	BUS Code	UTC
				(b)(6)	GS- SECURITY SPECIALIST	8	(b)(6)	8888 W3v	✓
					GS- EXECUTIVE ASSISTANT (OFFICE AUTOMATION)	8		1494 W3v	✓
					GS- SUPV ORGANIZATIONAL DEVELOPMENT SPEC	2		8888 W3v	
(b)(6)					GS- ORGANIZATIONAL DEVELOPMENT ASSISTANT (OA)	8		7777 W3v	
					GS- ORGANIZATIONAL DEVELOPMENT SPEC	8		7777 W3v	
					GS- SUPERVISORY PROJECT MANAGER	2		8888 W3v	✓
					GS- ORGANIZATIONAL DEVELOPMENT SPEC (TRAINING)	8		7777 W3v	
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	✓
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	✓
					GS- ORGANIZATION DEVELOPMENT SPECIALIST (TRAINING)	8		8888 W3v	✓

Exhibit 7

2

## Organizational Structure

Current Supervisor	Prev Supervisor	New Supervisor	CPCN	PP-SERI-GR	Position Title	Supv Code	Employee Name	BUS Code	UIC
			359945.2129513	GS-1712-13	(b)(6)	8	(b)(6)	7777	W3v
			360512.2095740	GS-0301-12		8		7777	W3v
			360512.2096422	GS-0301-12		8		7777	W3v
			360512.2096447	GS-0301-12		8		7777	W3v
			360875.2104763	GS-0343-13		8		8888	W3v
			361789.2174116	GS-0343-12		8		7777	W3v
			361789.2174117	GS-0343-12		8		7777	W3v ✓
			361789.2174118	GS-0343-12		8		7777	W3v
			368048.2160237	GS-0341-11		8		8888	W3v
			372661.2238613	GS-0301-13		8		8888	W3v
			Y1029.1986095	GS-0301-13		4		8888	W3v
			Y1029.2351936	GS-0301-13		8		8888	W3v

Export options: Excel / CSV

Encumbered:25

Vacant :2

Gate Keeper

Gate Keeper Checklist



Gate Keeper Checklist



(b)(6)

(b)(6)



Exhibit 7

3



Gate Keeper

(b)(6)

*Exhibit 7**6*

(b)(6)

Exhibit 7

7

(b)(6)

*Exhibit 7**8*

(b)(6)

*Exhibit 7**9*

(b)(6)



*Exhibit 7*

*10*

(b)(6)

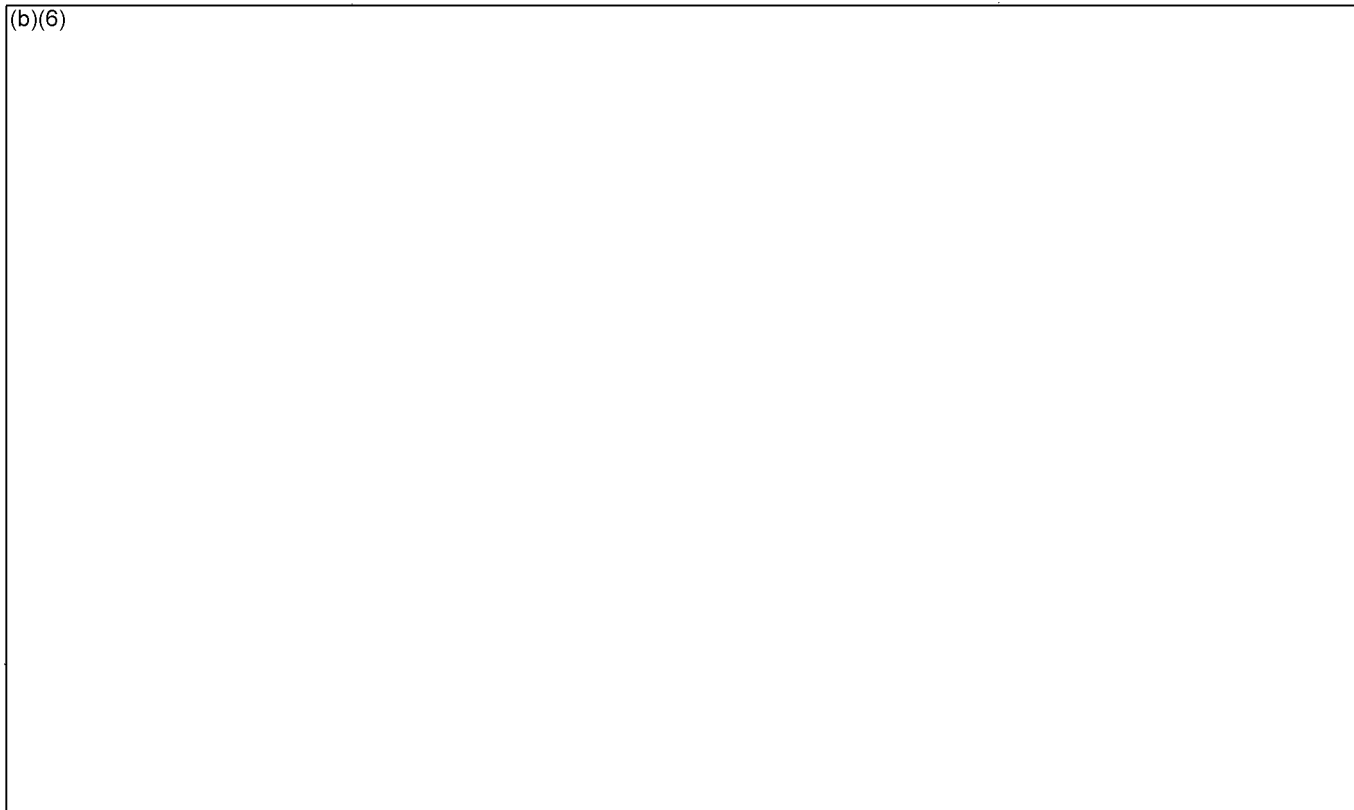


*Exhibit 7*

//

## Employee Info

(b)(6)

*Exhibit 7**12*

**NOTIFICATION OF PERSONNEL ACTION**

(b)(6)

Exhibit 7

13



# NOTIFICATION OF PERSONNEL ACTION

(b)(6)

**NOTIFICATION OF PERSONNEL ACTION**

(b)(6)

Export to MS Word

## Position Description

**PD#:** HT315866**Replaces PD#:** NEW**Sequence#:** 1980237

### SUPV ORGANIZATIONAL DEVELOPMENT SPEC

**GS-0301-13****Servicing CPAC:** PERSONNEL AND EMP PENTAGON, DC**Agency:** ARMY**Installation:** HTMCW3VY0181AAAAA**Army Command:** MCHQ US ARMY MEDICAL COMMAND  
OFFICE OF THE COMMANDING GENERAL**Command Code:** MC  
US ARMY MEDICAL  
COMMAND

FALLS CHURCH, FALLS CHURCH, VA

**Region:** NORTHEAST**Citation 1:** OPM GENERAL SCHEDULE HRCD-5 JUNE 1998, APRIL 98**Citation 2:** OPM ADMIN ANALYSIS GEG, AUG 90**Classified By:** MG PATRICIA  
D HOROHO (DCA)(TH)**Classified Date:** 05/26/2009**FLSA:** EXEMPT**FLSA Worksheet:** EXEMPT**FLSA Appeal:** NO**Drug Test Required:** POSN  
NOT REQ DRUG TEST**DCIPS PD:** NO**Career Program:** 96**Financial Disclosure  
Required:** NO**Acquisition Position:** NO**Functional Code:** 00**Requires Access to  
Firearms:** NO**Interdisciplinary:** NO**Competitive Area:** WR**Position Sensitivity:**  
NONSENSITIVE (NS)  
NATIONAL SECURITY RISK**Security Access:** No Access  
Required; ENTNAC/NAC**Competitive Level:** 0002**Target Grade/FPL:** 13**Career Ladder PD:** NO**Emergency Essential:** No[N: Position Not Designated  
Emergency-Essential Or Key]**Bus Code:** 8888**Personnel Reliability  
Position:** Not Valid PRP Code**Information Assurance:** N**Influenza Vaccination:****Army Enterprise Position:****Supervisor Status:**  
Supervisor or Manager**Position Designation:****PD Status:** VERIFIED

### Position Duties:

MAJOR DUTIES

Serves as the principal technical expert to The Surgeon General on the culture of trust (COT), including various Medical sites throughout the Army Medical Department (AMEDD) , on organizational change design, collaboration and leadership. This is a self-directing position that provides management with options and recommendations for an effective program. Serves as director for the Trust Enhancement and Sustainment Task Force (TES-TF). The TES-TF provides client-centered change consultation to AMEDD organizations who are seeking to adapt to an ever-changing social, political and programmatic environment. The TES-TF supports adaptive transitional and transformational change by developing, fostering and creating conditions for positive working cultures, and effective and efficient medical processes. The TES-TF consults with AMEDD managers to design and create program, process and personal breakthroughs. The TES-TF supports clients in creating organizational structures and cultural conditions for high performance; designs and facilitates collaborative processes; and enhances personal leadership.

1. Provides organizational development and change leadership technical expertise, including scoping, designing and leading large-scale organizational change projects; designing and facilitating meetings and retreats; designing and facilitation process redesign such as LEAN or Six Sigma; streamlines business, improves quality, and establishes a work culture in which it is everyone's responsibility to strive for continuous improvement; designing and facilitating multi-party collaborative processes; promoting mediation, conflict management and third party peace-making; designing and facilitating participatory strategic and operational planning, team design and development, and personal and professional coaching.

Consults and works collaboratively with General Officers, executives, managers, team leaders and program managers to design organizational effectiveness intervention strategies, teaming approaches, meetings and multi-party collaboration processes. Coaches senior leaders, executives, managers, team leaders and project managers in their efforts to scope and implement complex multi-party change projects. Serves as internal consultant and resource person to senior management, supervisors and teams in the area of coaching, consulting, strategic planning and visioning, operational planning, investment/disinvestment, supervisory feedback, team design, formation, building and dissolution, project management, multi-party medical problem solving, conflict management, meeting and process design, large scale meetings, and other related areas.

Using advanced organizational development and change theories and practices, develops and designs intervention approaches/strategies to support client goals. Designs and conducts assessments to define complex organizational issues and potential problems through interviews, discussions and questionnaires. Implement intervention approaches/strategies to successfully meet the organizational effectiveness needs of the client. Present proposals to the client and negotiates appropriate adjustments based on feedback from the client. Monitors and evaluates effectiveness of the intervention strategy.

Conducts studies and analyses of various management, programmatic, organizational structure and effectiveness systems throughout AMEDD and makes recommendations for needed improvements.

As a project team leader and project team member for complex and controversial organizational change/development/effectiveness projects across AMEDD, including workplace effectiveness teams and high-priority projects. When serving as a Project Team Leader for an organizational effectiveness project, is responsible for: 1) Scoping and implementing the project; 2) Convening/leading/disbanding the team; 3) Securing senior management input; and 4) Acquiring and managing resources. 65%

2. Supervises a staff of twenty-four; 16 organizational development specialists, 4

Exhibit 7

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management analysts, 1 strategic communications officer, 1 training specialist, 1 organizational development assistant, and 1 administrative officer. Plans work schedules and sequence of operations. Assigns work, reviews work, approves leave. Evaluates employee performance and recommends incentive awards. Identifies employee training needs and makes provisions for ~~developing mental training~~. Interviews candidates for positions in office and recommends selection. Provides continuing education for organizational development specialists by means of seminars, lectures and telephonic exchanges when required. Makes individual staff liaison visits as situations warrant. 25%

3. Provides one or more team lead functions, including TES-TF Team Lead and Internal Network Lead (e.g., Facilitation Lead, Peer Coaching Lead, etc.):

A. Team Leader Function. Establishes goals, objectives and implementation plans for the culture of trust program throughout AMEDD. Serves as a point of contact in helping to ensure that the goals and outcomes of the culture of trust and other program projects are met. Responsible for fitting the work of the culture of trust program into GPRA and other measurement frameworks for reporting progress of the program. Serves as strategic thinker for the culture of trust function. Plans the program for the present and the future according to the programmatic and human resources needs of AMEDD. Determines resources required to meet the program objectives, assists in acquiring resources, manages the budget, develops measures of success, and evaluates efforts.

B. Internal Network Lead. Develops, manages and supports networks of internal employees who provide culture of trust support and services, such as facilitation, coaching, MBTI, mediation, etc.

~~Develops a network of external consultants and service providers.~~ Serve as an advocate for a healthy, learning organization. Engages in business development by maintaining relationships with key internal and external clients to forecast potential future needs and to engage in early scoping to set projects up for success.

Performs forecasting, strategic planning and evaluation to ensure the continued relevance of the culture of trust programs in AMEDD. Plans and develops activities to accomplish program objectives and goals, and performs continuous appraisal, evaluation and improvement of the activities and the utilization of resources in achieving program objectives and goals. 10%

Performs other duties as assigned.

#### FACTOR EVALUATION:

#### FACTOR 1. KNOWLEDGE REQUIRED BY THE POSITION Level 1-8 1550 Points

Mastery of the principles, concepts, theory and practices of organizational change leadership and organizational development particularly in the area of organizational structure, multi-party environmental problem solving and conflict resolution in order to design and lead complex change projects affecting current and future environmental programs both internal and external to AMEDD. Professional knowledge of the field of organizational development so as to apply and advance the principles and practices in pursuit of unique, complex and far-reaching organizational challenges.

Knowledge of advanced management and organizational principles and practices along with a comprehensive knowledge of planning, programming and project management. Demonstrated ability to scope, plan and manage complex organizational and programmatic projects. Mastery of the principles and practices of project management. The incumbent must possess unusual insight into organization dynamics, environmental issues and social and

Exhibit 7

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economic dynamics in order to craft innovative and comprehensive approaches to change projects the scope of which impacts all of AMEDD.

Ability to analyze complex issues where the parameters of the problem are only vaguely defined and consult with executives to create greater understanding of the potential issues, scope and impact of those issues and identify innovative approaches that may be in stark departure from practices common to medical culture.

Ability to advise and consult with Agency management at the highest levels on issues that could arise as a result of planned actions or those under study, to assess the impact of various options, anticipate and deal with resistance, and persuade management to support a position.

In-depth knowledge of medical organizational structures, missions, programs, identifies and functions of key personnel and the role and relationships within AMEDD.

Skill in clear and effective oral and written communications, including modeling credible behavior, listening, establishing trust and rapport, giving and receiving feedback, coaching, negotiating, persuading and encouraging others to accept or consider leadership development or organization change. Excellent public speaking and stand up skills are necessary.

Demonstrated ability to work collaboratively with other internal and external partners at all organizational levels in an independent and highly effective manner to conceive research, plan and promote new strategies to support environmental protection.

#### FACTOR 2. SUPERVISORY CONTROLS Level 2-4 450 Points

The position is on a self-directed work team. The team collaborates to set program direction and objectives and develop implementation strategies. The incumbent works within broad authority to plan, develop, and implement assignments and projects without significant technical review. With general guidance as to overall objectives, the incumbent is expected to determine the approach to be applied, engages the client and other stakeholders, and supports and defends recommendations and findings. On own initiative, determines the need for and develops appropriate strategic plans, policies and other guidance to manage the TES-TF.

Short- and long-term projects may be assigned by the HST Director and/or TSG in terms of the overall scope and purpose of the project and the expected role of the incumbent. The employee determines what steps to take to achieve the stated objective, develops a project plan, and identifies important issues which must be addressed by the client or the project team. As the technical organizational development expert on a project team, decisions, judgments, and findings are considered authoritative and are evaluated only for their impact and effectiveness in achieving the desired outcomes of the project and the client.

#### FACTOR 3. GUIDELINES Level 3-4 450 Points

Guidelines consist of general policies, objectives and regulations. Employee is required to use judgment to determine areas that need development and/or study and used ingenuity to devise and plan projects to investigate areas and carry out the work. The incumbent is considered a technical expert in the area of organizational development and organizational effectiveness.

#### FACTOR 4. COMPLEXITY Level 4-5 325 Points

*Exhibit 7*

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Assignments and projects have very complex, controversial and unconventional features; projects often involve multiple parties with distinctly different viewpoints, goals and objectives and often of a very controversial nature. The work requires originating new technical and process approaches to achieve successful and satisfying outcomes.

**FACTOR 5. SCOPE AND EFFECT Level 5-4 225 Points**

The purpose of work is to provide technical guidance and the leadership necessary to resolve matters which are very complex, controversial and often without precedent, involve delicate coordination or negotiation of major consequence, or which entail prominent and fundamental matters with far reaching scope and impact.

**FACTORS 6 AND 7. PERSONAL CONTACTS AND PURPOSE OF CONTACTS Level 3c 180 Points**

Contacts include General Officers, executives and managers, Headquarters and Regions, other Federal, State and local agencies, contractors, industry and public groups who are likely to have points of view and positions that differ from each other and those of the agency in fundamental ways. Their objectives are likely to differ from agency requirements and there may be elements of an adversarial nature and other obstacles to overcome. This requires greater initiative and persistence in maintaining good working relationships.

Purpose of contacts is to collect information, provide consultation and expertise and design collaborative processes on problems and to coach and support client in leading controversial change projects.

**FACTOR 8. PHYSICAL DEMANDS Level 8-1 5 Points**

The work is typically sedentary. No significant physical agility or exertion required. Occasional travel is required.

**FACTOR 9. WORK ENVIRONMENT Level 9-1 5 Points**

The work is performed in a typical office setting. No significant risk, discomfort or safety factors are involved.

**TOTAL POINTS - 3190**

(3155 - 3600 = GS-13)

**Fair Labor Standards Act (FLSA) Determination = (EXEMPT)**

**Executive Exemption:**

- \* Exercises appropriate management responsibility (primary duty) over a recognized organizational unit with a continuing function, AND
- \* Customarily and regularly directs 2 or more employees, AND
- \* Has the authority to make or recommend hiring, firing, or other status-change decisions, when such recommendations have particular weight.

**FLSA Comments/Explanations:**

Evaluation Outline:

\_\_\_\_ Availability Pay Exemption (e.g., Criminal Investigators, U.S. Customs and Border

*Exhibit 7*

*20*

Protection pilots who are also Law Enforcement Officers).

☐ Foreign Exemption (Note: Puerto Rico and certain other locations do not qualify for this exemption – see 5 CFR 551.104 for a list of Nonexempt areas.)

☒ Executive Exemption

☒ Exercises appropriate management responsibility (primary duty) over a recognized organizational unit with a continuing function, AND

☒ Customarily and regularly directs 2 or more employees, AND

☒ Has the authority to make or recommend hiring, firing, or other status-change decisions, when such recommendations have particular weight.

Note: Shared supervision or "matrix management" responsibility for a project team does not meet the above criteria. Limited "assistant manager" functions or "acting in the absence" of the manager does not meet the above criteria.

☐ Professional Exemption

☐ Professional work (primary duty)

☐ Learned Professional, (See 5 CFR, 551.208)  
(Registered Nurses, Dental Hygienists, Physician's Assistants, Medical Technologists, Teachers, Attorneys, Physicians, Dentists, Podiatrists, Optometrists, Engineers, Architects, and Accountants at the independent level as just some of the typical examples of exempt professionals)

or

☐ Creative Professional, (See 5 CFR 551.209),

or

☐ Computer Employee (See 5 CFR 551.210; must meet salary test and perform such duties as system analysis, program/system design, or program/system testing, documentation, and modification). Computer manufacture or repair is excluded (non-exempt work).

☐ Administrative Exemption

☐ Primary duty consistent with 5 CFR 551 (e.g.; non-manual work directly related to the management or general business operations of the employer or its customers), AND job duties require exercise of discretion & independent judgment.

Comments/Explanations: (State which major duties/job functions are Exempt; it is possible to combine exempt work from more than one category to arrive at an overall determination that the employee is Exempt): Employee exercises independent judgment in carrying out the full range of supervisory duties.

Conclusion: EXEMPT

**Position Evaluation:**

Not Listed

*Exhibit 7*

*21*



## U.S. OFFICE OF PERSONNEL MANAGEMENT

WWW.OPM.GOV

QUALIFICATION STANDARDS FOR GENERAL SCHEDULE POSITIONS  
STANDARDS**Group Coverage Qualification Standards for  
Administrative and Management Positions**

This qualification standard covers positions in the General Schedule that involve the performance of two-grade interval administrative and management work. It contains common patterns of creditable experience and education to be used in making qualifications determinations.

A list of the occupational series covered by this standard is provided below.

This standard may also be used for two-grade interval positions other than those listed if the education and experience pattern is determined to be appropriate.

**EDUCATION AND EXPERIENCE REQUIREMENTS**

The following table shows the amounts of education and/or experience required to qualify for positions covered by this standard.

GRADE	EDUCATION	EXPERIENCE	
		GENERAL	SPECIALIZED
GS-5	4-year course of study leading to a bachelor's degree	3 years, 1 year of which was equivalent to at least GS-4	None
GS-7	1 full year of graduate level education or superior academic achievement	None	1 year equivalent to at least GS-5
	master's or equivalent graduate degree or 2 full years of progressively		1 year equivalent to at

GS-9	higher level graduate education leading to such a degree or LL.B. or J.D., if related	None	least GS-7
GS-11	Ph.D. or equivalent doctoral degree or 3 full years of progressively higher level graduate education leading to such a degree or LL.M., if related	None	1 year equivalent to at least GS-9
GS-12 and above	None	None	1 year equivalent to at least next lower grade level

**NOTE:** Equivalent combinations of education and experience are qualifying for all grade levels for which both education and experience are acceptable.

Some of the occupational series covered by this standard include both one- and two-grade interval work. The qualification requirements described in this standard apply only to those positions that typically follow a two-grade interval pattern. While the levels of experience shown for most positions covered by this standard follow the grade level progression pattern outlined in the table, users of the standard should refer to **3.(p)** in the "Policies and Instructions" for guidance on crediting experience for positions with different lines of progression.

**Undergraduate Education:** Successful completion of a full 4-year course of study in *any field* leading to a bachelor's degree, in an accredited college or university, meets the GS-5 level requirements for many positions covered by this standard. Others have individual occupational requirements that specify that applicants must, in general, (1) have specific course work that meets the requirements for a major in a *particular field(s)*, or (2) have at least 24 semester hours of course work in the field(s) identified. Course work in fields closely related to those specified may be accepted if it clearly provides applicants with the background of knowledge and skills necessary for successful job performance. One year of full-time undergraduate study is defined as 30 semester hours or 45 quarter hours.

**Superior Academic Achievement:** The superior academic achievement provision is applicable to all occupations covered by this standard. See the "General Policies and Instructions" for specific guidance on applying the superior academic achievement provision.

**Graduate Education:** Education at the graduate level in an accredited college or university in the amounts shown in the table meets the requirements for positions at GS-7 through GS-11. Such education must demonstrate the knowledge, skills, and abilities necessary to do the work.

One year of full-time graduate education is considered to be the number of credit hours that the school attended has determined to represent 1 year of full-time study. If that information cannot be obtained from the school, 18 semester hours should be considered as satisfying the 1 year of full-time study requirement.

Part-time graduate education is creditable in accordance with its relationship to a year of full-time study at the school attended.

For certain positions covered by this standard, the work may be recognized as sufficiently technical or specialized that graduate study alone may not provide the knowledge and skills needed to perform the work. In such cases, agencies may use selective factors to screen out applicants without actual work experience.

*General Experience:* For positions for which individual occupational requirements do not specify otherwise, general experience is 3 years of progressively responsible experience, 1 year of which was equivalent to at least GS-4, that demonstrates the ability to:

1. Analyze problems to identify significant factors, gather pertinent data, and recognize solutions;
2. Plan and organize work; and
3. Communicate effectively orally and in writing.

Such experience may have been gained in administrative, professional, technical, investigative, or other responsible work. Experience in substantive and relevant secretarial, clerical, or other responsible work may be qualifying as long as it provided evidence of the knowledge, skills, and abilities (KSA's) necessary to perform the duties of the position to be filled. Experience of a general clerical nature (typing, filing, routine procedural processing, maintaining records, or other nonspecialized tasks) is not creditable. Trades or crafts experience appropriate to the position to be filled may be creditable for some positions.

For some occupations or positions, applicants must have had work experience that demonstrated KSA's in addition to those identified above. Positions with more specific general experience requirements than those described here are shown in the appropriate individual occupational requirements.

*Specialized Experience:* Experience that equipped the applicant with the particular knowledge, skills, and abilities to perform successfully the duties of the position, and that is typically in or related to the work of the position to be filled. To be creditable, specialized experience must have been equivalent to at least the next lower grade level in the normal line of progression for the occupation in the organization. Applicants who have the 1 year of appropriate specialized experience, as indicated in the table, are not required by this standard to have general experience, education above the high school level, or any additional specialized experience to meet the minimum qualification requirements.

*Combining Education and Experience:* Combinations of successfully completed post-high school education and experience may be used to meet total qualification requirements for the grade levels specified in the table, and may be computed by first determining the applicant's total qualifying experience as a percentage of the experience required for the grade level; then determining the applicant's education as a percentage of the education required for the grade level; and then adding the

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two percentages. The total percentages must equal at least 100 percent to qualify an applicant for that grade level. Only graduate education in excess of the amount required for the next lower grade level may be used to qualify applicants for positions at grades GS-9 and GS-11. (When crediting education that requires specific course work, prorate the number of hours of related courses required as a proportion of the total education to be used.)

The following are examples of how education and experience may be combined. They are examples only, and are not all-inclusive.

- The position to be filled is a Quality Assurance Specialist, GS-1910-5. An applicant has 2 years of general experience and 45 semester hours of college that included 9 semester hours in related course work as described in the individual occupational requirements. The applicant meets 67 percent of the required experience and 38 percent of the required education. Therefore, the applicant exceeds 100 percent of the total requirement and is qualified for the position.
- The position to be filled is a Management Analyst, GS-343-9. An applicant has 6 months of specialized experience equivalent to GS-7 and 1 year of graduate level education. The applicant meets 50 percent of the required experience but none of the required education, since he or she does not have any graduate study beyond that which is required for GS-7. Therefore, the applicant meets only 50 percent of the total requirement and is not qualified for the position. (The applicant's first year of graduate study is not qualifying for GS-9.)
- The position to be filled is a Music Specialist, GS-1051-11. An applicant has 9 months of specialized experience equivalent to GS-9 and 2 1/2 years of creditable graduate level education in music. The applicant meets 75 percent of the required experience and 50 percent of the required education, i.e., the applicant has 1/2 year of graduate study beyond that required for GS-9. Therefore, the applicant exceeds the total requirement and is qualified for the position. (The applicant's first 2 years of graduate study are not qualifying for GS-11.)

## **USING SELECTIVE FACTORS FOR POSITIONS COVERED BY THIS STANDARD**

Selective factors must represent knowledge, skills, or abilities that are essential for successful job performance and cannot reasonably be acquired on the job during the period of orientation/training customary for the position being filled. For example, while the individual occupational requirements for Recreation Specialist provide for applicants to meet minimum qualifications on the basis of education or experience in any one of a number of recreational fields, a requirement for knowledge of therapeutic recreation may be needed to perform the duties of a position providing recreation services to persons with physical disabilities. If that is the case, such knowledge could be justified as a selective factor in filling the position.

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## **OCCUPATIONAL COVERAGE**

A list of the occupational series covered by this qualification standard is provided below. The occupational series marked with an asterisk have individual occupational requirements.

GS-006 Correctional Institution Administration\*  
GS-011 Bond Sales Promotion\*  
GS-017 Explosives Safety  
GS-018 Safety and Occupational Health Management\*  
GS-023 Outdoor Recreation Planning\*  
GS-028 Environmental Protection Specialist  
GS-030 Sports Specialist\*  
GS-062 Clothing Design\*  
GS-080 Security Administration  
GS-105 Social Insurance Administration  
GS-106 Unemployment Insurance\*  
GS-107 Health Insurance Administration  
GS-132 Intelligence  
GS-136 International Cooperation  
GS-142 Workforce Development  
GS-160 Civil Rights Analysis  
GS-188 Recreation Specialist\*  
GS-201 Human Resources Management  
GS-244 Labor Management Relations Examining\*  
GS-260 Equal Employment Opportunity  
GS-301 Miscellaneous Administration and Program  
GS-0306, Government Information Series  
GS-340 Program Management  
GS-341 Administrative Officer  
GS-343 Management and Program Analysis  
GS-346 Logistics Management  
GS-360 Equal Opportunity Compliance  
GS-362 Electric Accounting Machine Project Planning  
GS-391 Telecommunications\*  
GS-501 Financial Administration and Program  
GS-505 Financial Management\*  
GS-526 Tax Specialist\*  
GS-560 Budget Analysis  
GS-570 Financial Institution Examining\*  
GS-669 Medical Records Administration\*  
GS-670 Health System Administration\*  
GS-671 Health System Specialist\*  
GS-672 Prosthetic Representative  
GS-673 Hospital Housekeeping Management\*  
GS-685 Public Health Program Specialist\*  
GS-828 Construction Analyst\*  
GS-901 General Legal and Kindred Administration  
GS-920 Estate Tax Examining  
GS-930 Hearings and Appeals  
GS-950 Paralegal Specialist

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GS-958 Pension Law Specialist\*  
GS-965 Land Law Examining\*  
GS-967 Passport and Visa Examining\*  
GS-991 Workers' Compensation Claims Examining  
GS-993 Railroad Retirement Claims Examining  
GS-996 Veterans Claims Examining  
GS-1001 General Arts and Information\*  
GS-1008 Interior Design\*  
GS-1010 Exhibits Specialist\*  
GS-1020 Illustrating\*  
GS-1035 Public Affairs  
GS-1040 Language Specialist\*  
GS-1051 Music Specialist\*  
GS-1054 Theater Specialist\*  
GS-1056 Art Specialist\*  
GS-1071 Audiovisual Production\*  
GS-1082 Writing and Editing  
GS-1083 Technical Writing and Editing\*  
GS-1084 Visual Information\*  
GS-1101 General Business and Industry\*  
GS-1103 Industrial Property Management\*  
GS-1104 Property Disposal  
GS-1109 Grants Management  
GS-1130 Public Utilities Specialist  
GS-1140 Trade Specialist\*  
GS-1144 Commissary Store Management\*  
GS-1145 Agricultural Program Specialist\*  
GS-1146 Agricultural Marketing\*  
GS-1147 Agricultural Market Reporting  
GS-1150 Industrial Specialist\*  
GS-1160 Financial Analysis\*  
GS-1161 Crop Insurance Administration\*  
GS-1162 Crop Insurance Underwriting\*  
GS-1163 Insurance Examining\*  
GS-1165 Loan Specialist\*  
GS-1169 Internal Revenue Officer\*  
GS-1170 Realty  
GS-1171 Appraising  
GS-1173 Housing Management  
GS-1176 Building Management  
GS-1361 Navigational Information\*  
GS-1397 Document Analysis\*  
GS-1421 Archives Specialist  
GS-1601 Equipment, Facilities, and Services  
GS-1630 Cemetery Administration

*Exhibit 7**27*

GS-1640 Facility Management\*  
GS-1654 Printing Management\*  
GS-1658 Laundry Operations Services  
GS-1667 Food Services  
GS-1670 Equipment Specialist\*  
GS-1702 Education and Training Technician  
GS-1712 Training Instruction\*  
GS-1715 Vocational Rehabilitation\*  
GS-1801 General Inspection, Investigation, Enforcement, and Compliance Series\*  
GS-1805 Investigative Analysis Series  
GS-1810 General Investigation  
GS-1811 Criminal Investigation\*  
GS-1849 Wage and Hour Investigation Series\*  
GS-1850 Agricultural Warehouse Inspection Series \*  
GS-1860 Equal Opportunity Investigation  
GS-1889 Import Compliance Series\*  
GS-1894 Customs Entry and Liquidating\*  
GS-1910 Quality Assurance\*  
GS-1980 Agricultural Commodity Grading\*  
GS-2001 General Supply  
GS-2003 Supply Program Management  
GS-2010 Inventory Management  
GS-2030 Distribution Facilities and Storage Management  
GS-2032 Packaging  
GS-2050 Supply Cataloging  
GS-2101 Transportation Specialist\*  
GS-2110 Transportation Industry Analysis\*  
GS-2123 Motor Carrier Safety\*  
GS-2125 Highway Safety\*  
GS-2130 Traffic Management\*  
GS-2150 Transportation Operations\*  
GS-2161 Marine Cargo\*

This page can be found on the web at the following url: <http://www.opm.gov/qualifications/Standards/group-stds/gs-admin.asp>

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**U.S. Office of Personnel Management**

1900 E Street, NW, Washington, DC 20415 | (202) 606-1800 | TTY (202) 606-2532

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# Section 8



## 2-2. Use

*a. Formal memorandums.* The formal memorandum is used for correspondence that is sent outside the headquarters, the command, the installation, or similarly identifiable organizational elements within the DOD; for routine correspondence to Federal Government agencies outside the DOD; for notification of personnel actions, military or civilian; and for showing appreciation or commendation to DA employees and soldiers.

*b. Informal memorandums.* The informal memorandum is used for internal correspondence within the same headquarters, same command, or similarly identifiable organizational elements. As a general rule, do not use informal memorandums when corresponding with organizations or individuals not familiar with your office symbol. Informal memorandums may be preprinted and used as form letters.

*Note.* Refer to DA Memo 25-52, Staff Action Process and Correspondence Policies, for correspondence originating within the Army Staff or Secretariat Agencies.

## 2-3. General rules

*a. Paper.* The standard size is 8½ by 11 inches.

*b. Original pages.*

(1) For formal memorandums use computer-generated letterhead for the first page and plain white paper for continuing pages.

(2) The informal memorandum is typed or printed on plain white paper; do not use letterhead.

*c. Copies.* Prepare only the number of copies needed. See paragraph 1-23 for more information on record, copy furnished, and reading file copies.

*d. Dates.* Type or stamp the day, month, and year on the memorandum flush with the right margin.

*e. Margins.* The standard margin is 1 inch from the left, right, top, and bottom margins. Do not justify right margins.

*f. Spacing.* See figures 2-1 and 2-2.

*g. Abbreviations and brevity codes.* See paragraph 1-16.

*h. Acronyms.* See paragraph 1-17.

*i. Signature blocks.*

(1) Type the signature block of military officials on three lines with the name (in uppercase) on the first line, rank and branch of Service on the second line, and the title on the third line. If the title requires an extra line, a fourth line is authorized. Indent the beginning of the fourth line so that the first character will be aligned underneath the third character of the third line.

(2) Type the signature block of civilian officials on two lines with the name (in uppercase) on the first line and the title on the second line. If the title requires an extra line, a third line is authorized. Indent the beginning of the third line so that the first character will be aligned underneath the third character of the second line.

(3) Do not use academic degrees, religious orders, or fraternal orders as part of the signature block unless it would benefit the Army for the receiver to know this information, for example, use of a medical degree to show that medical information provided was based on expertise of a member of the medical profession.

(4) Do not use "(P)" (meaning that the signer is promotable) after the rank for personal benefit; use only if it would benefit the Army.

## 2-4. Format

When writing a memorandum, use the modified block style format. The format has three parts: heading, body, and closing.

*a. Heading.* The heading has five elements:

(1) *Office symbol.* Type the office symbol on the second line below the seal. The symbol names the writer's office (for example, DAPE-PRR). Do not use computer identification codes or word-processing codes as part of the office symbol. Other information may follow the office symbol when needed and if not part of the subject line. Some examples are the name of an individual, social security number, rank, primary military occupational specialty, contract number, or bill of lading number. Do not crowd the office or reference symbol line. If the additional information is lengthy, write it on a second line, flush with the left margin.

(2) *Date.*

(a) Put the date on the same line as the office symbol.

(b) End the date approximately even with the right margin.

(c) Express the date in this order: day, month, year. Day—Express in numerals. Month—Spell out if the year is not abbreviated; abbreviate if the year is abbreviated (15 January 1999 or 15 Jan 99 but not 15 January 99 or 15 Jan 1999).

## Switzerland

In federal law, qualifications from federal Institutes of Technology (ETH Zurich, EPF Lausanne) and those from Fachhochschule-institutions are protected and it is a criminal offense, under unfair competition legislation, to use any unfounded academic or occupational qualifications. The mere keeping of such a title, however, is legal. Thus, one can call oneself an LL.M., but must not use when competing for clients.

There are three notable diploma mills in Switzerland: *Freie Universität Teufen*<sup>[citation needed]</sup>, *Freie Universität Herisau*<sup>[citation needed]</sup> and *Freie Universität Zug*<sup>[citation needed]</sup>.

## United Kingdom

*See also: Bogus colleges in the United Kingdom*

In the UK, it is illegal to offer something that may be mistaken for a UK degree unless the awarding body is on a list maintained by the Department for Business, Innovation and Skills.<sup>[74]</sup> Degrees must be awarded by 'recognised bodies', which include universities and other higher education institutions with 'degree awarding powers'. However degree programmes may be advertised and run by a much wider range of 'listed bodies' whose academic standards and quality are assured by a 'recognised body' which formally awards the degree.

UK Trading Standards officers have had notable success in countering a large diploma mill group based abroad that was using British place-names for its "universities".<sup>[75]</sup>

## United States

*Main article: Diploma mills in the United States*

The United States does not have a federal law that would unambiguously prohibit diploma mills, and the term "university" is not legally protected on a national level. The United States Department of Education lacks direct plenary authority to regulate schools and, consequently, the quality of an institution's degree. However, the Federal Trade Commission works to prevent fraudulent, deceptive and unfair business practices including those in the field of education and alerts United States' consumers about diploma mills by delineating some tell-tale signs in its official web page.<sup>[76]</sup> Under the terms of the Higher Education Act of 1965, as amended, the U.S. Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities on the quality of education or training provided by the institutions of higher education that they accredit. Some degree mills have taken advantage of the Establishment Clause and Free Exercise Clause of the First Amendment by representing themselves as seminaries, since in many jurisdictions religious institutions can legally offer degrees in religious subjects without government regulation.<sup>[77]</sup>

Although the DipScam operation in the 1980s led to a decline in diploma mill activity across the United States, the lack of further action by law enforcement, uneven state laws, and the rise of the Internet have combined to reverse many of the gains made in previous years. In 2005, the US Department of Education launched its *Database of Accredited Postsecondary Institutions and Programs* website<sup>[78]</sup> to combat the spread of fraudulent degrees.<sup>[79]</sup> A number of states have passed bills restricting the ability of organizations to award degrees without accreditation.<sup>[80][81][82]</sup> Jurisdictions that have restricted or made illegal the use of credentials from unaccredited schools include Oregon,<sup>[80][81]</sup> Michigan,<sup>[83]</sup> Maine,<sup>[84]</sup>

North Dakota,<sup>[80]</sup> New Jersey,<sup>[80]</sup> Washington,<sup>[81][85]</sup> Nevada,<sup>[81][86]</sup> Illinois,<sup>[81]</sup> Indiana,<sup>[81]</sup> and Texas.<sup>[87][88]</sup> Many other states are also considering restrictions on the use of degrees from unaccredited institutions.<sup>[89]</sup>

## See also

- For-profit school
- Essay mill
- Educational accreditation
- Unaccredited institutions of higher education
- List of unaccredited institutions of higher education
- List of unrecognized higher education accreditation organizations
- .edu
- Job fraud
- Mickey Mouse degrees
- Name It and Frame It?
- Underwater basket weaving
- Who's Who scam
- List of animals with fraudulent diplomas

## References

### Footnotes

1. <sup>a b</sup> Luca Lantero, Degree Mills: non-accredited and irregular higher education institutions ([http://www.cimea.it/files/fileusers/Diploma\\_mills\\_Luca\\_Lantero\\_EN.pdf](http://www.cimea.it/files/fileusers/Diploma_mills_Luca_Lantero_EN.pdf)) , Information Centre on Academic Mobility and Equivalence (CIMEA), Italy.
2. <sup>a</sup> "The Real and the Fake: Degree and Diploma Mills" (<http://www.changemag.org/Archives/Back%20Issues/March-April%202009/abstract-real-and-fake.html>) , Alan Contreras and George Gollin, *Change*, March–April 2009
3. <sup>a</sup> Connor, Leartus, M.D.; Cleland, Henry Alexander, ed. (June 1883). "Another Diploma Mill Placed Upon the Black List of the Illinois State Board of Health" (<http://books.google.com/?id=uvvTAAAYAAJ&dq=pets%20%22diploma%20mill%22&pg=PA321#v=snippet&q=another%20diploma%20mill>) . *Detroit Lancet* (George S. Davis; Google Books) **6**: 321. <http://books.google.com/?id=uvvTAAAYAAJ&dq=pets%20%22diploma%20mill%22&pg=PA321#v=snippet&q=another%20diploma%20mill>. Retrieved 2010-07-01.
4. <sup>a</sup> Simmons, George M.D., ed. (February 16, 1901). "Editorial, Minor Comments" (<http://books.google.com/?id=EILIAAAAMAAJ&dq=pets%20%22diploma%20mill%22&pg=PA448#v=onepage&q=%22diploma%20mill%22>) . *Journal of the American Medical Association* (AMA, Highwire Press, Google Books) **36** (1): 448, 578. <http://books.google.com/?id=EILIAAAAMAAJ&dq=pets%20%22diploma%20mill%22&pg=PA448#v=onepage&q=%22diploma%20mill%22>. Retrieved 2010-07-01.
5. <sup>a</sup> "Why the Quack Flourishes — Difficulties of Suppressing Him" (<http://query.nytimes.com/gst/abstract.html?res=9C03E7DF1F3BE631A25753C2A9679D946597D6CF>) (PDF). *New York Times*: p. SM2. November 20, 1904. <http://query.nytimes.com/gst/abstract.html?res=9C03E7DF1F3BE631A25753C2A9679D946597D6CF>. Retrieved 2010-07-01.
6. <sup>a b</sup> Melanie Newman, Degree mills bank on allure of UK names (<http://www.timeshighereducation.co.uk/story.asp?storyCode=208627&sectioncode=26>) , *Times Higher Education*, 20 April 2007
7. <sup>a</sup> BBB (July 12, 2000). "Is the U.S. becoming a haven for diploma mills?" (<http://web.archive.org/web/20031031032931/http://www.bbb.org/alerts/article.asp?ID=185>) . *bbb.org*. Council of Better Business Bureaus. Archived from the original (<http://www.bbb.org/alerts/article.asp?ID=185>) on 2003-10-31.

# Warren National University

From Wikipedia, the free encyclopedia

**Warren National University** was a post-secondary, distance learning, unaccredited private university offering undergraduate and graduate degrees in the United States, based in Cheyenne, Wyoming. Until December 14, 2007, its administrative offices were located in Agoura Hills, California.<sup>[3]</sup> The institution was established in California in 1984 under the name **Kennedy-Western University**, and adopted its new name in 2007. The university had reportedly been economically successful<sup>[4]</sup> targeting mid-career professionals. It has also been the subject of controversy and criticism due in part to involvement in a U.S. federal government investigation. *The*

*Chronicle of Higher Education* said, "The university was notable for its slick marketing and for doling out credit for 'life experience.'" <sup>[5]</sup>

On January 30, 2009, Warren National University announced that their attempt to achieve accreditation had failed and that they would cease operating on March 31, 2009.<sup>[5][6]</sup>

## Warren National University

<b>Active</b>	1984–2009
<b>Type</b>	Private, distance learning, and unaccredited university
<b>Academic staff</b>	120
<b>Students</b>	30,000 total from 1984 to 2005 <sup>[1][2]</sup>
<b>Location</b>	Cheyenne, Wyoming
<b>Former names</b>	Kennedy-Western University
<b>Website</b>	wnuedu.com ( <a href="http://web.archive.org/web/*/http://www.wnuedu.com/">http://web.archive.org/web/*/http://www.wnuedu.com/</a> ) at Archive.org

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*Exhibit 8*

## History

Warren National University was established as Kennedy-Western University in California in 1984. Its founder was Paul Saltman.<sup>[7]</sup> The name was officially changed to Warren National University on January 1, 2007.<sup>[7][8]</sup> According to the institution, the new name was selected in honor of the first governor of Wyoming, Francis E. Warren, and reflects the university's strong ties to the state of Wyoming.<sup>[8]</sup> The *Encyclopedia of Distributed Learning* states, "There are some unaccredited, profit-making online universities that have achieved reported economic success. One example is Kennedy-Western University, which has significant history in serving the corporate education markets."<sup>[4]</sup> The financial success is supported by an article in the *Cheyenne Herald* that contained the financial statement for what may have been a peak revenue year, 2003, about \$25,000,000. The article added, "The \$25 million estimate was almost dead-on. As was the estimate of using 50% of the revenue to generate the revenue"<sup>[9]</sup> A Report by Verifile Limited, one of the leading background screening firms in the United Kingdom, is the result of an 18-month research project supported by the East of England Development Agency and Cambridge University stated, "one degree mill alone (known variously as Kennedy-Western University and Warren National University) was revealed to have banked approximately £16m in only one year of operation."<sup>[10]</sup>

Over the university's history, it has moved its mailing address from California, Hawaii, Idaho, and finally to Wyoming, while keeping headquarters in California until December 2007. As of December 14, 2007, WNU closed its administrative offices in Agoura Hills, California, centralizing its operations in Wyoming.<sup>[3]</sup>

In 2002 *The Chronicle of Higher Education* reported that KWU was licensed in California up to 1991, "But Kennedy-Western chose not to renew its license after California enacted the Private Postsecondary and Vocational Education Reform Act, a 1989 law that aimed to rid the state of diploma mills."<sup>[11]</sup> In the same article the *Chronicle* quoted the school's director of admissions as saying the new California regulations would not have permitted KWU "to offer college credit for work experience and a more flexible self-paced model."<sup>[11]</sup>

In 1998, when the state of Idaho rejected their renewal application for license to operate because of a lack of institutional accreditation, Warren National University moved its mailing address from Idaho to Wyoming.<sup>[12]</sup> The *Seattle Times* noted in a 2005 article, that some believed KWU had an address in Wyoming because "the state has become a haven for diploma mills."<sup>[13]</sup>

In August 2008, WNU announced that it was suspending new student admissions and reactivation of students in order to focus resources on current students.<sup>[14]</sup> On January 30, 2009, WNU announced that their attempt to achieve accreditation had failed. Therefore in compliance with Wyoming state law they would cease operations on March 31, 2009. It was also mentioned that future university registrar services would be provided by Preston University.<sup>[6]</sup> The *Cheyenne Herald* said, "They were not recommended for eligibility for accreditation and they will now pull the plug on their nefarious operation."<sup>[15]</sup>

On June 5, 2009 a civil suit was filed by former students alleging that WNU had misrepresented itself to the students.<sup>[16][17][18]</sup> The *Cheyenne Herald* reported, "it appears probable that WNU and its predecessor in name, Kennedy-Western University, may have committed illegal acts." Continuing, "That is basically what WNU did to numerous former students - they closed their doors before even bogus degrees were provided. In effect, they took deposits and fled from Cheyenne."<sup>[19]</sup>

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After the school closed, former students who took out loans to pay Warren National University learned that cannot legally use their degrees.<sup>[20]</sup>

On March 6, 2012 the *Cheyenne Herald* reported about the slow pace of the on-going lawsuit, noting four plaintiffs withdrew, which left 190 on record and the plaintiffs issued a subpoena to the Higher Learning Council in Chicago regarding Warren's attempts to get accreditation.<sup>[21]</sup>

## Organization

In 2002 *The Chronicle of Higher Education* described Warren National University as a privately held university incorporated in California and Wyoming, with headquarters in Thousand Oaks, California. Principal shareholders named in the article, based on publicly filed papers, were Warren National Chief Executive Officer and President Paul S. Saltman of Westlake Village, California, and Joseph Benjoya.<sup>[12]</sup> Both the *Chronicle* article and an earlier article in the USDLA Journal stated that Warren National also claimed to have offices in Moscow, Jakarta, and Singapore.<sup>[12][22]</sup>

## Licensing and accreditation status

Warren National University was registered with the Wyoming Department of Education<sup>[23]</sup> under W.S. 21-2-401 through 21-2-407. This registration allowed the university to legally conduct business in the state.<sup>[24]</sup> However, WNU was never accredited by any higher education accreditation body recognized in the United States. As a condition of registration in Wyoming, the institution had to meet standards contained in "Article 4: Private School Licensing." One such requirement, which took effect in July 2006, was that a school must either be accredited or be in the process of becoming accredited by a higher education accrediting organization recognized by the U.S. Department of Education.<sup>[25][26]</sup> In order to continue operating in Wyoming, Warren National University applied for accreditation from the North Central Association of Colleges and Schools, the recognized regional accreditation agency serving the state.<sup>[27]</sup> The accreditation process was expected to take several years.<sup>[28]</sup> According to WNU, the school achieved "eligibility status" for accreditation in December 2007.<sup>[29]</sup> The Higher Learning Commission of the North Central Commission scheduled an "initial candidacy" visit by an evaluation team on October 13–15, 2008, another required step toward accreditation.<sup>[30]</sup> As of January 27, 2009, WNU was no longer listed by the Higher Learning Commission as "Applying" for accreditation, but instead as "No Status."<sup>[31]</sup> On January 30, 2009 the WNU website explained that the evaluation visit did not go well and the recommendation was that the accreditation process should be terminated. Therefore, WNU withdrew their accreditation application.<sup>[6]</sup>

*The Chronicle of Higher Education* stated in 2002, "Kennedy-Western University has a history of flirting with accreditation but failing to earn it."<sup>[11]</sup> In 2001 Warren National announced it was considering applying to the Distance Education and Training Council (DETC) for accreditation, a legitimate accreditor that is recognized for accrediting distance-learning institutions.<sup>[11]</sup> However, while DETC's approval from the U.S. Department of Education does authorize it to accredit institutions that award doctorates<sup>[32]</sup>, WNU did not pursue DETC accreditation.<sup>[11]</sup>

Because WNU lacked accreditation, its degrees and credits might not be acceptable to some employers or other institutions. For example, WNU graduates were not qualified for faculty positions at WNU, at least not based on their WNU degrees.<sup>[33]</sup> According to the *Bears' Guide to Earning Degrees by Distance Learning*, "There truly is no simple answer to the accredited vs. unaccredited issue, other than

Exhibit 8

to say that one can rarely go wrong with a properly accredited degree. We hear from a moderate number of people who have made good use of an unaccredited (but totally legitimate) degree, but we hear from many more who have had significant problems with such degrees, in terms of acceptance by employers, admission to other schools, or simply bad publicity." <sup>[34]</sup>

The use of unaccredited WNU degree titles may be legally restricted or illegal in some jurisdictions. <sup>[35]</sup> Jurisdictions that have restricted or made illegal the use of credentials from unaccredited schools include Illinois, <sup>[36]</sup> Indiana, <sup>[36]</sup> Maine, <sup>[37]</sup> Michigan, <sup>[38]</sup> Nevada, <sup>[36][39]</sup> New Jersey, <sup>[40][41]</sup> North Dakota, <sup>[41]</sup> Oregon, <sup>[36][41]</sup> South Dakota, <sup>[36]</sup> Texas, <sup>[42][43]</sup> Virginia, <sup>[36]</sup> Washington, <sup>[36][44]</sup> and Korea. <sup>[45]</sup> WNU was also restricted from accepting students from Oregon, <sup>[41][46]</sup> California, <sup>[12][46]</sup> or Utah. <sup>[46]</sup> As an example of a law that may restrict WNU degree use, the use of a degree in Nevada that is based upon more than 10 percent life experience is defined as use of a fake or misleading degree and is subject to a fine up to \$5,000 or up to six months in jail or both. <sup>[39]</sup> Note that it would require analysis on a case by case basis to evaluate whether or not the amount of life experience bestowed was greater than 10%. Many other states are also considering restrictions on the use of degrees from unaccredited institutions. <sup>[47]</sup>

## Better Business Bureau

Warren National became a member of the Mountain States Better Business Bureau (BBB) in 1996 and formerly had a satisfactory record with the BBB, <sup>[48]</sup> but on March 26, 2008, BBB's board of directors revoked WNU's accreditation because WNU had not responded to complaints against it within the BBB's required timeframe. <sup>[49]</sup>

## Academics

Warren National University offered bachelor's and master's degrees in business administration, computer science, management information systems, and health administration, as well as a Doctor of Business Administration degree. <sup>[50]</sup>

According to a 2004 article in the Laramie County Community College student newspaper, in the KWU program in 2004 the average time for graduation was 2.4 years; the average student age was 42, with an average of eight years of work experience in their field of study. <sup>[1]</sup>

At the 2005 Annual Conference on Distance Teaching and Learning at the University of Wisconsin--Madison, Warren National University faculty members gave a presentation on the method used to deliver academic courses. Andree Swanson and Keren Meier-Emerich offered the following abstract for their presentation.

"This is an example of one course, out of 500 courses offered, which demonstrates the delivery model used by Kennedy-Western University. Courses are designed using a modular format, which includes multiple self-assessment opportunities. Offered as open-entry, a student may be the only one taking the course at a given time or may be one of many enrolled at the same time. The model allows for anytime, any pace, and any place learning." <sup>[51]</sup>

In the "Understanding New Media" book's section on virtual universities, author Kim Veltman mentions, "By leveraging the power of the internet, Kennedy-Western has refined the academic process and opened up countless opportunities to adult learners. And they used Jones e-Global Library." <sup>[52]</sup>

*Exhibit 8*

In a *Chronicle of Higher Education* article, Kennedy-Western faculty members stated students, "...often use the same textbooks and take exams as rigorous as those offered in professors' traditional classes."<sup>[12]</sup>

## Faculty

In 2007 a Warren National official told a reporter that the institution had between 135 and 150 faculty members.<sup>[27]</sup> According to WNU spokesmen and the school's website, 80% of the academic faculty hold doctoral degrees from accredited institutions and the remainder hold master's degrees from accredited institutions.<sup>[33][41]</sup> In 2002 *The Chronicle of Higher Education* reported that WNU would not disclose the number of faculty, the method of compensation, the proportion of faculty that is full-time or the ownership of the institution. However, WNU stated that half of the faculty were full-time faculty members in other institutions, and *the Chronicle* determined that at least 22 WNU instructors were full-time faculty at other state and private academic institutions, primarily associate and assistant professors in business, computer science, or engineering at state universities. According to the *Chronicle*, these part-time WNU faculty were paid on a piecework basis, reportedly receiving "\$25 to grade a paper, a couple of hundred dollars to develop a course, and \$40 an hour to answer students' questions."<sup>[12]</sup> Some of these faculty were unwilling to talk openly about their work for WNU due to concern that their regular employers or their colleagues would disapprove of their work for an unaccredited institution "that many educators hold ... in low regard."<sup>[12]</sup>

## Controversy

### GAO investigation

"From July 2003 through February 2004",<sup>[53]</sup> an investigation was conducted by the U.S. General Accounting Office (GAO) to determine whether the federal government had paid for degrees from diploma mills and other unaccredited postsecondary schools. Investigators determined that the federal government employed 463 individuals with degrees from unaccredited institutions including Kennedy-Western University.<sup>[54]</sup> Senator Collins presented the GAO report to the Committee on Governmental Affairs, of which she was the Chair and ranking Republican.<sup>[53]</sup>

Witness testimony was provided during the same hearing by Coast Guard Lieutenant Commander Claudia Gelzer, who was assigned as a staff aide to the committee, testified that Kennedy Western gave her life experience credit towards a master's in environmental engineering. Kennedy Western waived 43% of the course credit required for the degree based only on her application and descriptions of prior coursework and military training. She testified that Kennedy Western didn't check any of her claimed work experience. With 16 hours of effort she was able to earn 40% of the total remaining coursework required for her master's.<sup>[41]</sup> "As for my first-hand experience with Kennedy-Western courses and passing the tests, I found that basic familiarity with the textbook was all I needed. I was able to find exam answers without having read a single chapter of the text... As for what I learned, the answer is very little."<sup>[55]</sup>

"Kennedy-Western was not invited to testify before the Senate committee."<sup>[54]</sup> The university's Director of Corporate Communications, Mr. David Gering, stated to *The Oregonian*, "We clearly believe that we are not a diploma mill and have an academically rigorous program."<sup>[56]</sup> Mr. Lewis M. Phelps, a spokesman for Kennedy-Western University, said the online university was unfairly tarnished in the report. "The basic equation GAO seems to have come up with is 'no accreditation, no good,'" Phelps said. "We don't think that's valid."<sup>[57]</sup>

Exhibit 8



## Oregon lawsuit

In July 2004, Warren National University filed a lawsuit on behalf of three former students, challenging an Oregon law that made it illegal for résumés used in connection with employment (including job applications) in the state to list degrees from institutions that are not accredited or recognized by the state as legitimate.<sup>[58][59]</sup> In the suit, WNU asserted that the Oregon law violated its graduates' constitutional rights.<sup>[59]</sup> In December 2004, Warren National and Oregon reached an out-of-court settlement in the case.<sup>[60]</sup> Under the terms of the settlement, Oregon agreed to revise its law, allowing graduates of unaccredited and unapproved schools to list an unaccredited degree on a résumé as long as they note the school's unaccredited status in the résumé.<sup>[59]</sup> The official required wording being, "does not have accreditation recognized by the United States Department of Education and has not been approved by the [Oregon] Office of Degree Authorization".<sup>[15]</sup> The statutory revision was enacted in 2005.<sup>[61]</sup> In the settlement, the Oregon State Office of Degree Authorization (ODA) also agreed to refrain from referring to the school as a "diploma mill" and the state attorney general's office agreed to provide ODA personnel with a training session on law related to defamation.<sup>[59][60]</sup> However, Oregon still does not allow WNU degrees to be used for governmental employment or for professional licenses<sup>[62]</sup> because the ODA determined that the institution does not meet standard academic requirements as specified by Oregon statute ORS 348.609(1).<sup>[36]</sup>

## See also

- Diploma mills in the United States
- Distance education
- Educational accreditation
- Electronic learning
- List of unaccredited institutions of higher learning
- Virtual university

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## Government reports

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Categories: Defunct universities and colleges in California | Distance education institutions  
| Distance education in the United States | Unaccredited institutions of higher learning in California  
| Educational institutions established in 1984

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